LIBERTAS COLLEGE PREPARATORY CHARTER SCHOOL

A proposed charter school for the neighborhoods of Exposition Park and University Park

Respectfully submitted to the Los Angeles Unified School District on April 15, 2014 by:

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Assurances and Affirmations

Libertas College Preparatory Charter School (also referred to herein as “Libertas College Prep” and “Charter School”) shall:

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


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

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


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

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

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

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Executive Summary

This petition provides our plan to implement a high-performance charter school within the Exposition Park and University Park areas of Southern Los Angeles.

Mission

Through a structured and academically focused environment, Libertas College Preparatory Charter School equips middle school students in grades 4-8 with the academic skills and strength of character needed to thrive in and graduate from high-performing high schools and competitive colleges.

Vision

Libertas College Preparatory Charter School (“Libertas College Prep”) is designed to support middle school students through the transition from elementary school to a high-performing high school, allowing them to eventually enter the college of their choice. Libertas College Prep is founded on the belief that all students, regardless of background or previous academic performance, can develop the foundational skills, content knowledge, and strength of character to build school success and graduate from college. We know that for some of our most at-risk students that this path will not be an easy one – it will require clear commitment from our staff, our students, and our families, and it will require a school design proven successful for our students’ needs.

We propose to serve a high poverty community in University and Exposition Parks (for more detail on our target community, please see Community Needs below). Due to the academic gaps that many students from Exposition Park and University Park bring with them from elementary school into middle school, Libertas College Prep will enroll students starting in grade four, giving students the benefit of at least two additional years for remediation of academic gaps while incorporating rigorous upper elementary and middle school curriculum that will prepare them for high-performing high school opportunities. We envision the middle school program as a supportive community that prepares students with the academic foundation needed to succeed in rigorous high schools while transitioning students through the middle school years within a disciplined, structured, and joyful environment. Libertas College Prep will maintain frequent communication with parents about their child’s academic and behavioral performance and we will support families as they apply to Los Angeles’ top high schools and magnet programs.

Educational Program

We propose to serve a community currently under-represented in the highest performing high schools in Los Angeles (for more detail on our target community, please see Community Needs below). For all students to be able to succeed in Los Angeles’ best high schools they must graduate eighth grade at or above grade level in all subjects, bringing the academic transcript, standardized test scores, reading ability, and work ethic necessary for a college preparatory high school program. First, Libertas College Prep will provide intensive supports in grades four through six, remediating elementary school gaps for all students, establishing full middle school readiness and ramping all students into our middle school program starting in grade seven, with all students doing academic work in all subjects on or above grade level by grade eight. This will be achieved by employing two strategic principles: (1) an intensive focus on foundational literacy and numeracy in the lower grades (grades four through six) and (2) college preparatory rigor in the upper grades (traditional middle school years of grades seven and eight). In the lower grades students will have 175 minutes of literacy and 100 minutes of math, leveled small group reading instruction, and targeted tutoring. By the upper grades, students will continue to have individualized instructional opportunities and will be working in guided seminar discussions, writing interpretive literary analysis essays, completing student-led research papers, conducting autonomous science labs, and conducting cognitive textual analysis across multiple genres as required by the Common Core.
Libertas College Prep will develop student character in three distinct areas: academic perseverance, social intelligence, and ethical decision-making. These areas of academic growth will be encapsulated within our school’s FIRST core values: Focus, Integrity, Respect, Self-Determination, and Teamwork. Teachers will positively reinforce the strong behaviors that build successful students and motivated, achieving young people. As students progress from the lower grades (4-6) into the upper grades (7-8), student behavioral supports, instruction, and indicators will mature along with them, pushing students to achieve greater independence, ethical reflection, and leadership skills.

Central to the Libertas College Prep mission is putting students on the path to graduate from high-performing high schools and competitive colleges. Through school choice, Los Angeles Unified School District (LAUSD) offers numerous high-achieving magnet, charter, and district options. Our seventh and eighth graders will have a 50-minute High School Prep period once a week led by their Advisory teachers to guide students through high school options. High school visits will begin early in seventh grade to allow students to assess their interests, consider the best options for them, and complete the required applications for the high performing high school(s) of their choice. Helping students choose the right environment for them will model the work of college applications and, most importantly, put students on the next step toward college readiness, acceptance, success, and graduation.

Community Needs in University Park and Exposition Park
In LAUSD, research shows that student performance in ninth grade is a strong determinant as to whether students will be on track to graduate with the full complement of college preparatory requirements, or whether they will be in a position to graduate high school at all. In a 2013 “SDP College-Readiness Diagnostic of Los Angeles Unified School District” conducted by the Strategic Data Project, two-thirds of all students in LAUSD struggled to be on track with the A-G requirements after completing one year of high school. To graduate college-prepared and career-ready, additional support is needed before students begin their freshman year of high school. This need is particularly evident within our target community.

The specific neighborhoods that Libertas College Prep proposes to serve are University Park and Exposition Park. Both historically African American neighborhoods, each has seen a recent shift in demographics, with Hispanics representing approximately 60% of current residents and African Americans representing approximately 40%. The neighborhoods are increasingly Spanish speaking, reflected in the high number of English Learners (ELs) in the surrounding schools (between 25 and 45%). Large public elementary and middle schools in these neighborhoods fall below the state standard of an 800 API. Libertas College Prep will serve the unmet needs of families in University Park and Exposition Park by providing a highly structured, small school environment with an intensive focus on literacy.

Founding Group’s Capacity
Our lead petitioner, Anna Carlstone, was selected among a highly competitive national pool of applicants as a Building Excellent Schools (BES) Fellow. The BES Fellowship provides a national training program committed to supporting charter school leaders in the design, start-up, and operation of highly effective urban schools that deliver on the promise of strong educational outcomes for all students. As part of the BES Fellowship, Ms. Carlstone has observed, met with leaders from, and studied the best practices of dozens of the highest performing charter schools in the nation. Ms. Carlstone, an experienced urban educator, also is completing a leadership residency at Endeavor College Preparatory Charter School (BES school) in Los Angeles, recognized by the Rossier School of Education as the eighth best charter school in California and by the state of California as a 2012 California Distinguished school.

Ms. Carlstone is supported by a strong Board of Directors with educational, financial, and legal expertise, with additional experience in human resources, real estate, and marketing. We have community
leadership on our Founding Board, and we are working actively with the community, fully engaging their support and continuously soliciting their input on the proposal for Libertas College Prep.
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).

General Information

- The contact person for Libertas College Prep is Anna Carlstone.
- The contact address for Libertas College Prep is 1809 7th Street, Santa Monica, CA 90401.
- The contact phone number for Libertas College Prep is (310) 902-6808.
- The proposed address or target community of Libertas College Prep is Exposition Park and University Park, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 1 and Educational Service Center West.
- The term of this charter shall be from July 1, 2015 to June 30, 2020.
- The grade configuration of Charter School is fourth grade to eighth grade.
- The number of students in the first year will be 144.
- The grade level(s) of the students in the first year will be fourth and fifth grade.
- The scheduled opening date of Charter School is August 4, 2015.
- The admission requirements include: No admissions requirements.
- The enrollment capacity is 360. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency.)
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Extended Day/Year.
- The bell schedule for Charter School will be: 7:50 am – 4:15 pm.
- If space is available, traveling students will have the option to attend.

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

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

**ACADEMIC CALENDAR AND SCHEDULES**

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

**TRANSITIONAL KINDERGARTEN**

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

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

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

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“We believe in possibilities. We believe in futures. We believe in transformation. And, we believe in the LAUSD where 100 percent of our students graduate college-prepared and career-ready.”

Los Angeles Unified School District (LAUSD) is the second largest district in the nation with more than 640,000 students. In California, LAUSD is five times as large as the next largest school district. LAUSD has a wealth of incredible schools as well as many of the challenges of large urban school districts. The district serves Los Angeles, a city with huge economic disparities and a city which is the first landing point of many families as they immigrate to the United States. As a district, LAUSD mirrors the socioeconomic and racial complexity of the city. Of its 900 schools, 564 qualify for Title I funds, indicating that 62% of their schools serve high percentages of low income families. Los Angeles schools also serve a predominantly Hispanic/Latino demographic. In 2010, 73% of students were Hispanic, 10.2% African American, 9.5% were White, and 5.9% Asian. As a result, 181,373 students, 27% of the District, classify as English Learners (ELs).

A lack of high school graduates ready for college. The first strategy in LAUSD’s 2012-2015 strategic plan is to “transform teaching and learning so that all youth graduate college-prepared and career ready.” The district initiatives, in line with national priorities, are geared toward graduating more students fully prepared for the rigors of college. In 2013, LAUSD raised the current passing grade for A-G courses in high schools from a “D” to a “C” to ensure that all students who apply to a public California university can be automatically considered for admission. To ensure that students would be able to accomplish this rigorous step in four years, the number of high school credits required was reduced from 230 to 210, allowing students to retake A-G classes for a passing grade. In 2011, before the district raised the bar on what class grades can qualify for an A-G credit, only one-third of graduates completed the full requirements necessary for admission to college at the California State Schools or University of California Schools. With the A-G requirements becoming more difficult to attain, measures are necessary to prepare more students for college preparatory rigor, and particularly for those young people residing in high minority, high poverty communities.

Based on demographic backgrounds, African American and Hispanic/Latino students graduate from high school and complete A-G requirements at lower rates than their Asian and White peers. In a cohort analysis of 12,488 students representative of the 2001-2002 ninth grade class as a whole, Asian and White members of the cohort were most likely to graduate four years after entering high school at rates of 65% and 57%, respectively, compared to the significantly lower graduation rates of Hispanic/Latino and African American students who graduated at a rate of 45% for both groups. Further research shows that student performance in ninth grade is a strong determinant as to whether or not students will be on track

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1 LAUSD Strategic Plan (2012-2015).
4 http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe.
5 http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe.
6 Ibid.
7 LAUSD 2012-2015 Strategic Plan, pg. 7.
8 Ibid. pg. 9.
9 Strategic Data Project (SDP), Center for Education Policy Research at Harvard University (April 8, 2013). Pg. 4.
11 Ibid. Pg. 8
to graduate with the full college preparatory requirements or whether they will be in a position to graduate high school at all. In a 2013 “SDP College-Readiness Diagnostic of Los Angeles Unified School District” conducted by the Strategic Data Project, almost two-thirds of all students were already off track to achieve the A-G requirements upon completing one year of high school. Based on eighth grade performance, the National Education Longitudinal Study concludes that pre-high school academic performance and experiences in middle school are highly predictive of high school performance and college enrollment. To graduate high school college-prepared and career-ready, a shift is needed before students begin their freshman year.

**Middle school need.** The middle school years are critical to determining students’ college trajectory. Secretary of Education Arne Duncan notes, “Just as high-quality early childhood programs are vital to readying young children for elementary school, high-quality middle grade schooling is equally essential to readying young adolescents for high school, college, and careers. In high-poverty schools in particular, the middle grades can either put students on a path to college and careers - or it can steer them to dropping out and the unemployment line.” Research confirms this view. In 2008, ACT researchers found that, “the academic level students achieve by eighth grade has a bigger impact on college and career readiness and success than anything that happens academically in high school.” Informed by this research, we believe that the most effective lever to improve high school and college graduation rates is a strong, academically rigorous middle school, supported by an expanded grade span to remediate gaps and accelerate learning for all students.

Researcher Robert Balfanz supports this view: “In high-poverty neighborhoods, in particular, our research and school improvement work indicate that students’ middle grade experiences have tremendous impact on the extent to which they will close achievement gaps, graduate from high school, and be prepared for college. Consequently, there is a need to re-conceptualize the role middle grades play in the public education system. The middle grades, broadly defined as fifth through eighth grade, need to be seen as the launching pad for a secondary and post-secondary education that enables all students to… fully experience the opportunities of 21st century America.”

**Demographics in Proposed Areas: Exposition Park (90037) and University Park (90007)**

The neighborhoods of Exposition Park and University Park are examples of Los Angeles’ intellectual and cultural wealth as well as examples of many of its challenges. Exposition Park and University Park (roughly captured in the zip codes 90037 and 90007, respectively) are often associated with the University of Southern California and with the California Science Center, Natural History Museum, and the California

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12 Strategic Data Project (SDP), Center for Education Policy Research at Harvard University (April 8, 2013). Pg. 4.
14 Ibid.
African American Museum. Despite having a world renowned university within walking distance, only 7% of adults in Exposition Park hold a college degree.\textsuperscript{17}

**Exposition Park (90037).** In Exposition Park, the LA Department of City Planning estimates that there are approximately 16,819 people per square mile, which is among the highest densities for the city of Los Angeles.\textsuperscript{18} Once a historically African American neighborhood, Exposition Park is now 56% Hispanic, 38% African American, and the rest Asian and White.\textsuperscript{19} This shift has caused increased racial tension as well as a transition for schools, which must be able to more effectively educate the rising numbers of ELs.\textsuperscript{20} Residents of Exposition Park reside just outside of a renowned university; 93% do not hold a Bachelor’s degree and 51% do not have a high school diploma. The median household income is $28,377 and 27% of children in Exposition Park reside in single parent homes.\textsuperscript{21} Increased levels of educational opportunity will significantly impact the future financial possibilities for families in Exposition Park.\textsuperscript{22}

**University Park (90007).** University Park shares many similarities with Exposition Park, including the density of the neighborhood population. At 20,217 people per square mile, it is among the highest densities in the city and in the country.\textsuperscript{23} Currently 42.9% of the residents of University Park live below the poverty line.\textsuperscript{24} It is also one of the most diverse populations in the city, with the population 47.7% Hispanic/Latino, 25% White, 16.1% Asian, and 7% Black.\textsuperscript{25} Notably, the area has a high proportion of student residents, due to the university presence. A majority of the students who attend the local public schools come from Hispanic/Latino families. Similar to the adult education levels in Exposition Park, of the residents in the neighborhood 25 years and older, 52% do not have a high school diploma.\textsuperscript{26}

Students in Exposition Park and University Park are currently unprepared with the skills to succeed in the A-G classes in high school. The primary neighborhood school for Exposition Park is the Foshay Learning Center. Foshay, a K-12 school, has 1,229 students in grades 6-8 alone.\textsuperscript{27} In 2012, Algebra I scores, a common predictor of high school academic success, had 25% of students scoring proficient.\textsuperscript{28} According to the 2012-2013 LAUSD Report indicating high school readiness, of the eighth graders at Foshay Learning Center 30% scored proficient in English Language Arts, 22% in math, 19% in history-social science, and 36% scored proficient in science.\textsuperscript{29} As seen in Tables 1 and 2, the other current charter and district middle schools for Exposition Park and University Park remain below 58% of students testing proficient in math according to the 2013 California State Tests, with two schools scoring at 17 and 18%.\textsuperscript{30}

<table>
<thead>
<tr>
<th>School</th>
<th>Enroll</th>
<th>Grades</th>
<th>2013 ELA Proficiency</th>
<th>2013 Math Proficiency</th>
<th>2013 API Scores</th>
<th>EL</th>
<th>Free/Reduced Price Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foshay Learning Center</td>
<td>2031</td>
<td>K-12</td>
<td>43%</td>
<td>22%</td>
<td>719</td>
<td>15%</td>
<td>85%</td>
</tr>
</tbody>
</table>


\textsuperscript{18} http://maps.latimes.com/neighborhoods/neighborhood/exposition-park/

\textsuperscript{19} http://maps.latimes.com/neighborhoods/neighborhood/exposition-park/

\textsuperscript{20} http://maps.latimes.com/neighborhoods/neighborhood/exposition-park/


\textsuperscript{22} http://factsfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1

\textsuperscript{23} http://factsfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1

\textsuperscript{24} Based on American Community Survey 5-Year Estimates.

\textsuperscript{25} http://factsfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1

\textsuperscript{26} Based on American Community Survey 5-Year Estimates.

\textsuperscript{27} http://factsfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1

\textsuperscript{28} http://factsfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1

\textsuperscript{29} http://factsfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1

\textsuperscript{30} All data in Table 1 and Table 2 is taken from http://getreportcard.lausd.net/reportcards.
<table>
<thead>
<tr>
<th>School</th>
<th>Enroll</th>
<th>Grades</th>
<th>2013 ELA Proficiency</th>
<th>2013 Math Proficiency</th>
<th>2013 API Scores</th>
<th>EL Free/Reduced Price Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King, Jr.</td>
<td>522</td>
<td>K-5</td>
<td>36%</td>
<td>46%</td>
<td>715</td>
<td>36%</td>
</tr>
<tr>
<td>Menlo Avenue Elementary</td>
<td>615</td>
<td>K-5</td>
<td>37%</td>
<td>65%</td>
<td>754</td>
<td>53%</td>
</tr>
<tr>
<td>Normandie Avenue Elementary</td>
<td>934</td>
<td>K-5</td>
<td>39%</td>
<td>57%</td>
<td>739</td>
<td>44%</td>
</tr>
<tr>
<td>West Vernon Avenue Elementary</td>
<td>726</td>
<td>K-5</td>
<td>39%</td>
<td>55%</td>
<td>750</td>
<td>57%</td>
</tr>
<tr>
<td>Barack Obama Global Preparation Academy</td>
<td>1118</td>
<td>6-8</td>
<td>24%</td>
<td>18%</td>
<td>620</td>
<td>25%</td>
</tr>
<tr>
<td>Lou Dantzler Preparatory Charter Middle</td>
<td>261</td>
<td>5-8</td>
<td>23%</td>
<td>17%</td>
<td>625</td>
<td>2%</td>
</tr>
<tr>
<td>TEACH Academy of Technologies</td>
<td>274</td>
<td>4-8</td>
<td>42%</td>
<td>32%</td>
<td>731</td>
<td>29%</td>
</tr>
<tr>
<td>Adams Middle</td>
<td>1021</td>
<td>6-8</td>
<td>41%</td>
<td>35%</td>
<td>725</td>
<td>23%</td>
</tr>
<tr>
<td>William Jefferson Clinton Middle School</td>
<td>865</td>
<td>6-8</td>
<td>25%</td>
<td>33%</td>
<td>673</td>
<td>30%</td>
</tr>
<tr>
<td>Thirty-Second Street USC Performing Arts</td>
<td>1095</td>
<td>K-12</td>
<td>66%</td>
<td>44%</td>
<td>814</td>
<td>11%</td>
</tr>
<tr>
<td>Dr. Theodore T. Alexander Jr. Science Center Elementary</td>
<td>638</td>
<td>K-5</td>
<td>44%</td>
<td>56%</td>
<td>766</td>
<td>30%</td>
</tr>
<tr>
<td>John W. Mack Elementary</td>
<td>401</td>
<td>K-5</td>
<td>29%</td>
<td>54%</td>
<td>721</td>
<td>44%</td>
</tr>
<tr>
<td>Norwood Street Elementary</td>
<td>702</td>
<td>K-5</td>
<td>37%</td>
<td>53%</td>
<td>729</td>
<td>47%</td>
</tr>
<tr>
<td>Vermont Avenue Elementary</td>
<td>754</td>
<td>K-5</td>
<td>45%</td>
<td>61%</td>
<td>790</td>
<td>48%</td>
</tr>
<tr>
<td>Weemes Elementary</td>
<td>846</td>
<td>K-5</td>
<td>43%</td>
<td>53%</td>
<td>750</td>
<td>31%</td>
</tr>
<tr>
<td>Camino Nuevo Charter Elementary No. 3</td>
<td>677</td>
<td>K-7</td>
<td>45%</td>
<td>57%</td>
<td>764</td>
<td>65%</td>
</tr>
<tr>
<td>New Designs Charter</td>
<td>718</td>
<td>6-12</td>
<td>47%</td>
<td>58%</td>
<td>783</td>
<td>38%</td>
</tr>
</tbody>
</table>

Table 2. Elementary and Middle Schools in 90007 zip code

As shown in Table 1 and Table 2, the average API score of the current elementary schools is 748 and the average school size is 682 students. The elementary schools represented within these two neighborhoods serve a range of ELs between 30% (Science Center) and 65% (Camino Nuevo). The average percent of ELs for the elementary schools is 46%. With the exception of the magnet school Thirty-Second Street USC Performing Arts, none of the elementary or middle schools scored over 50% on the 2013 ELA state test. At least half of the students in Exposition Park and University Park demonstrate significant need in literacy proficiency prior to attending middle school. Conversations with families, local canvassing, and community surveys show support for a college preparatory middle school that will prepare all students for rigorous high schools.

**Meeting the Needs of the Community**

We at Libertas College Prep believe that families in Exposition Park and University Park need strong public middle schools. Serving a demographic population that represents the local community, as outlined

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31 Barack Obama Global Preparation Academy lies just outside of the 90037 area code but enrolls many of the students from Exposition Park.
in the tables above, we believe we can successfully address the needs of the students in Exposition Park and University Park. We will do this through our small school size, partnership with parents, intensive literacy instruction designed to support ELs, and extended instructional time offered in core subject areas.

**Small school size.** Dr. Augusta Kappner, President of Bank Street College, found that in urban schools with high minority student populations, schools that enroll 200 to 400 students had academic and cultural benefits. Her research concludes that “smaller learning communities diminish school violence, raise academic engagement and performance, and increase attendance and graduation rates.” This is a part of a growing body of research that shows that students of lower socioeconomic status tend to perform far better in small schools and are able to make rapid progress toward graduation as well as indicate high degrees of satisfaction with their schools. We propose a small middle school alternative for the neighborhoods of Exposition Park and University Park. At our full enrollment of 360 students, we will be 39% of the size of the average available middle schools in the zip codes 90007 and 90037 and 53% of the size of the average available elementary schools. A small school size also will allow Libertas College Prep to better integrate into the surrounding community.

**Parents as Partners.** Given the rate of college degree attainment in our proposed communities (7%), we understand that many of our students will be the first in their family to go to college. Many may be the first to graduate high school as well. It is essential for us to communicate the multiple steps required to succeed in college, and before that high school, and what our role as a school will be in that process. Ultimately, we want parents to feel empowered as their child’s advocate on the path to a successful high school experience and college readiness. This transparency will start with home visits to all incoming families, weekly student reports, and biweekly advisory phone calls. The Head of School will hold monthly cafecitos with parents to create regular interactions with families, share school announcements, and invite families into the culture of the school. All communication will be in both English and Spanish (and any other language that reflects the needs of the student and family population).

This partnership will become more involved in the upper grades as workshops will be offered to provide information to parents and guardians—allowing them to make informed decisions about the best high school for their child. The school, students, and families will all work together to take the next step on the path toward strong high schools and, eventually, college.

**Emphasis on literacy.** As a middle school starting at the nontraditional entry point of grade four, we will be able to provide early reading interventions and supports to address the more than 50% of the students in our target neighborhoods who are not proficient in reading. As described in *Curriculum and Instruction* we will offer 175 minutes of literacy instruction each day, including leveled reading groups to support struggling readers in phonics, fluency, and reading comprehension.

**Extended instructional time.** Given the academic needs of students in Exposition Park and University Park, many students would benefit from extended time in core subject areas. More access to effective instructional time increases learning. Students will attend Libertas College Prep for an extended school year of 190 days and an extended school day from 7:50 am to 4:15 pm. This results in a total of 74,225 instructional minutes, 20,225 more minutes than the surrounding schools (for more information see *Academic Calendar and Schedule* beginning on page 49).

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34 Average middle school size based on charter and district middle schools is 917 and average elementary size is 708 pulled from the Table 1 and Table 2.
Student Population to be Served

Libertas College Prep is a proposed fourth through eighth grade expanded middle school. We anticipate serving a student population reflective of the surrounding community of approximately 60% Hispanic/Latino students and 40% African American students.\textsuperscript{35} We will recruit with both English and Spanish materials and anticipate between 25-45% of our students will be ELs. Additionally, it is our expectation that between 85-95% of our students will qualify for Free and Reduced Price Lunch.\textsuperscript{36}

To maintain our small school size and remain fiscally viable, we plan to open in August 2015 with fourth and fifth grade and 144 students (72 students per grade, and 36 students per class). Using a slow growth model, we will add one grade per year and in 2018-2019 reach full capacity at 360 students in grades 4-8. Please refer to Table 3 for our full enrollment projections.

The slow growth model is a research-proven method associated with high-performing charter schools according to Stanford University’s 2013 Center for Research on Educational Outcomes (CREDO) report. According to CREDO, “slow grow schools have a first year advantage, which can then be carried forward via the same pattern of stability demonstrated among all schools.”\textsuperscript{37} The report concludes that “schools that pursue a Slow Grow strategy to growth generally outperform schools that open with their full grade span enrolled.”

Table 3. Enrollment Roll-Out Plan

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>72</td>
<td>72</td>
<td>72</td>
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<td>72</td>
</tr>
<tr>
<td>6</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>216</td>
<td>288</td>
<td>360</td>
<td>360</td>
</tr>
</tbody>
</table>

The proposed neighborhoods for Libertas College Prep are Exposition Park and University Park. Students interested in Libertas College Prep may come from a broader distance than only these neighborhoods. Figure 2 shows a two-mile radius emanating from 4336 South Hoover Street, Los Angeles, California that is inclusive of the proposed neighborhoods and the schools that surround them. The lines are drawn along the Census Tracts from 2010 to support accurate information about the residents within these boundaries and the schools available within them. All schools represented in Surrounding Schools Demographic and Performance Data fall within this boundary.

Please refer to Table 4 for current academic performance of surrounding schools.

---

\textsuperscript{35} Student population approximations are drawn from the community demographics outlined in Demographics in Proposed Areas: Exposition Park (90037) and University Park (90007).

\textsuperscript{36} English Learner percentages and students qualifying for Free and Reduced Price Lunch estimated from the Table 1 and Table 2.

\textsuperscript{37} http://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%201.pdf.
Figure 2. Boundary of the Surrounding Schools
Table 4. Surrounding Schools Demographic and Performance Data

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># OF STUDENTS 2012-2013</th>
<th>% STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH</th>
<th>% OF SPECIAL ED, STUDENTS</th>
<th>% OF ENGLISH LEARNERS</th>
<th>% HISPANIC OR LATINO</th>
<th>% BLACK OR AFRICAN AMERICAN</th>
<th>% ASIAN</th>
<th>2012-2013 GROWTH API</th>
<th>2012-2013 API STATEWIDE RANK</th>
<th>2012-2013 API SIMILAR SCHOOLS RANK</th>
<th>MET SCHOOLWIDE GROWTH TARGET?</th>
<th>MET SUBGROUP GROWTH TARGETS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEST VERNON AVENUE ELEMENTARY</td>
<td>726</td>
<td>94.5</td>
<td>9</td>
<td>56.7</td>
<td>92.2</td>
<td>6.6</td>
<td>0</td>
<td>750</td>
<td>2</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MENLO AVENUE ELEMENTARY</td>
<td>615</td>
<td>89.9</td>
<td>12</td>
<td>53.2</td>
<td>81.3</td>
<td>17.7</td>
<td>0</td>
<td>754</td>
<td>4</td>
<td>9</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>FIFTY-SECOND STREET ELEMENTARY</td>
<td>792</td>
<td>82.7</td>
<td>10</td>
<td>50.1</td>
<td>80.3</td>
<td>18.8</td>
<td>0</td>
<td>698</td>
<td>1</td>
<td>2</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>RICARDO LIZARRAGA ELEMENTARY</td>
<td>728</td>
<td>82.2</td>
<td>7</td>
<td>60.2</td>
<td>94.9</td>
<td>5</td>
<td>0</td>
<td>783</td>
<td>3</td>
<td>7</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TRINITY STREET ELEMENTARY</td>
<td>448</td>
<td>97.2</td>
<td>12</td>
<td>51.6</td>
<td>97.1</td>
<td>2.7</td>
<td>0</td>
<td>760</td>
<td>2</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ESTRELLA ELEMENTARY</td>
<td>527</td>
<td>88.4</td>
<td>8</td>
<td>53.9</td>
<td>93</td>
<td>6.3</td>
<td>0</td>
<td>733</td>
<td>1</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>WILLIAM JEFFERSON CLINTON MIDDLE</td>
<td>865</td>
<td>80.7</td>
<td>11</td>
<td>30.4</td>
<td>94</td>
<td>5.9</td>
<td>0</td>
<td>673</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>FORTY-NINTH STREET ELEMENTARY</td>
<td>860</td>
<td>88</td>
<td>7</td>
<td>50.1</td>
<td>91.9</td>
<td>8.1</td>
<td>0</td>
<td>676</td>
<td>1</td>
<td>2</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

---

38 All Surrounding School information is drawn from the most up to date reported data available. The table is populated with the 2012-2013 school population and performance information provided by Ed-Data found at [http://www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx). There are two exceptions footnoted below.

39 The percent of students eligible for free/reduced lunch is provided by Ed-Data from the 2011-2012 School Profile Student Report.

40 Special Education student percentages are drawn from the Dataquest figures of “students with disabilities.” The information is found at [http://data1.cde.ca.gov/dataquest/](http://data1.cde.ca.gov/dataquest/).
<table>
<thead>
<tr>
<th>School Name</th>
<th>Code</th>
<th>Score</th>
<th>Students</th>
<th>Teachers</th>
<th>Students/Teacher</th>
<th>Score/Teacher</th>
<th>Type 1</th>
<th>Type 2</th>
<th>Final Type</th>
<th>Added Type</th>
<th>District</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normandie Avenue Elementary</td>
<td>934</td>
<td>80.7</td>
<td>10</td>
<td>43.8</td>
<td>77.2</td>
<td>21.7</td>
<td>1</td>
<td>739</td>
<td>2</td>
<td>4</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>George Washington Carver Middle</td>
<td>1087</td>
<td>86.9</td>
<td>11</td>
<td>31.1</td>
<td>92.4</td>
<td>6.9</td>
<td>1</td>
<td>623</td>
<td>1</td>
<td>1</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Harmony Elementary</td>
<td>717</td>
<td>92.7</td>
<td>8</td>
<td>59</td>
<td>91.8</td>
<td>5.4</td>
<td>0</td>
<td>726</td>
<td>1</td>
<td>4</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Dolores Huerta Elementary</td>
<td>449</td>
<td>91.8</td>
<td>7</td>
<td>56.6</td>
<td>97.1</td>
<td>1.6</td>
<td>0</td>
<td>726</td>
<td>1</td>
<td>2</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>Wadsworth Avenue Elementary</td>
<td>763</td>
<td>92.3</td>
<td>10</td>
<td>62.1</td>
<td>96.5</td>
<td>3.2</td>
<td>0</td>
<td>726</td>
<td>1</td>
<td>2</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Los Angeles Academy Middle</td>
<td>1657</td>
<td>89.3</td>
<td>10</td>
<td>23.5</td>
<td>91.6</td>
<td>8.1</td>
<td>0</td>
<td>708</td>
<td>1</td>
<td>6</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Quincy Jones Elementary</td>
<td>358</td>
<td>84.2</td>
<td>5</td>
<td>56.7</td>
<td>98.3</td>
<td>1.7</td>
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<td>782</td>
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<td>4</td>
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<td>YES</td>
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<tr>
<td>John Adams Middle</td>
<td>1021</td>
<td>93.1</td>
<td>13</td>
<td>23.3</td>
<td>98.6</td>
<td>1</td>
<td>.2</td>
<td>725</td>
<td>3</td>
<td>7</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Sixty-First Elementary</td>
<td>559</td>
<td>83.6</td>
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<td>49</td>
<td>85.9</td>
<td>12.7</td>
<td>.2</td>
<td>775</td>
<td>3</td>
<td>6</td>
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<td>YES</td>
</tr>
<tr>
<td>John Muir Middle</td>
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<td>81.6</td>
<td>13</td>
<td>26.1</td>
<td>81</td>
<td>18.6</td>
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Goals and Philosophy

Mission
Libertas College Preparatory Charter School equips middle school students in grades 4-8 with the academic skills and strength of character needed to thrive in and graduate from high-performing high schools and competitive colleges.

Vision
Libertas College Preparatory Charter School (“Libertas College Prep”) is designed to support middle school students through the transition from elementary school to high-performing high schools, and to enable students to enter the college of their choice. Our school is founded on the belief that all students, regardless of background or previous academic performance, can graduate from college. We know that this path will not be easy – it will require relentless commitment from our staff, our students, and our families, and it will require a school design proven successful for our students’ needs.

Instead of the traditional approach of starting middle school in sixth grade or seventh grade, Libertas College Prep will enroll students starting in grade four, giving students the benefit of at least two additional years for remediation of academic gaps while incorporating rigorous upper elementary and middle school curriculum that will prepare them for high-performing high school opportunities. We envision the middle school program as a supportive community that prepares students with the academic foundation needed to succeed in rigorous high schools while transitioning students through the middle school years within a disciplined, structured, and joyful environment. Libertas College Prep will maintain frequent communication with parents about their child’s academic and behavioral performance and we will support families as they apply to Los Angeles’ top high schools and magnet programs.

How Learning Best Occurs

The students we will serve in University Park and Exposition Park are predominantly African American and Latino/Hispanic students. As LAUSD seeks to provide equitable education for all students, the API scores for these subgroups of students reveal that there is still more to be done. According to the California Accountability Progress Report in 2013, the API growth score for African American students in LAUSD was 698 and for Hispanic/Latino students 728. These scores are significantly lower than the API growth scores for Asian and White students who received a 908 and 871, respectively.41 This achievement gap has persisted, not just in Los Angeles but across California. In recent years, this gap prompted the Department of Education to research how learning best occurs. Their research resulted in the report Closing the Achievement Gap: Report of Superintendent Jack O’Connel’s California P-16 Council (California Department of Education 2007a). This report highlights the needs of universal access, culture and climate, expectations, and strategies.42

- **Access**: the extent to which all students have equitable access to basic conditions, such as qualified, effective teachers, rigorous, standards-aligned curriculum, and accelerated interventions.
- **Culture and Climate**: the extent to which the learning environment is safe, promotes a sense of belonging, and fosters strong, positive relationships among students, among school staff, and between the home/community.

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42 [*Closing the Achievement Gap: Report of Superintendent Jack O’Connel’s California P-16 Council* (California Department of Education 2007a)].
• **Expectations**: the extent to which a culture of excellence exists for students and adults alike and for getting all to meet identified high standards. It is a responsibility embraced by the school community.

• **Strategies**: the extent to which evidence-based or promising teaching, leadership, and organizational practices are employed by practitioners at all levels in areas such as delivery of instructionally aligned programs, standards of professional practice, needs-based allocation of resources, collegial accountability and collaboration, articulation across grade spans, and leadership development.  

At Libertas College Prep, these elements exist across our design of a college preparatory school. The following components, informed by the research generated from California’s P-16 Council and by successful practices from high poverty urban schools are essential to how our students’ learning best occurs and are the foundation of our instructional program:

• High Expectations for All
• Parents as Partners
• Fourth Grade Start
• Small School Size
• Structured and Joyful School Environment
• Explicit Character Development
• Rigorous Academic Curriculum
• Preparation for High-Performing High Schools
• Becoming Lifelong Learners
• Support for Families on the Path to College

**High Expectations for All**
We believe that all students can be prepared to thrive in college, and that every child should have access to a high quality public education with a focus on college preparation. Students will meet whatever academic bar is set for them if provided with the structures and supports to get there. In Los Angeles and across the country, there are a growing number of urban schools proving that all students can achieve at the levels required for college success. Samuel Carter in *No Excuses: Lessons from 21 High-Performing, High Poverty Schools* comments that these schools share common beliefs and “they all are led by strong principals who hold their students and their teachers to the highest standards. Every single one of them believes that children of all races and income levels can meet high academic standard.”

It is our responsibility to ensure we set the highest of expectations and support nothing less than our students meeting that bar.

**Parents as Partners on the Path to College**
We will be honored by the choice our students’ parents will make to be a part of our college preparatory school community. Constant communication will be critical in creating a strong partnership with parents and guardians. Throughout the spring we will hold multiple family orientations to share the vision of our school, the expectations for student behavior, and key school policies. In the school’s first year, these orientations will initially be led by the Head of School. All school communication, such as meetings and paperwork, will be translated into Spanish and any other language spoken by parents. All key stakeholders including parents, students, and staff will be invited to sign the Libertas Pact to follow the policies of the school and the Code of Conduct, and to embody the values of the school.

43 Ibid.
44 Carter, S. *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*. The Heritage Foundation, 2000. pg. 8
The Head of School will know each student, parent, and guardian by name. This relationship will begin between the date of the lottery and the beginning of the school year, as the Head of School and teachers conduct home visits for all incoming students. The initial lines of communication will be continued throughout the school year. Teachers will call each home at least once per month to share student progress in character development and academic growth. Parents and guardians will also be able to connect with school leaders at monthly cafecitos, informal meetings over coffee and light food to share announcements and develop relationships with families. Cafecitos will occur on the third Thursday of every month from 8:15 to 9:00 am to allow parents to join quickly after morning drop-off of their student(s).

Libertas College Prep will be transparent in communicating student performance to parents. As partners in the mission to put their children on a path to and through college, parents will know how their child is doing academically and behaviorally and what they can do to help their child improve. Each week a FIRST Report will go home to parents with the FIRST core values achieved (merits) and challenged (demerits). Additionally, an Accelerated Reader data report will be sent home with notes from the reading teacher indicating ways the student has done well or ways the student can improve their reading levels. Student report cards will be issued three times per year: the first report card will have a required parent/teacher conference scheduled over the course of a week to accommodate parent schedules; the second report card will have a required parent signature and voluntary conferences scheduled over the course of a week; and the third report card will be issued on the last day of school. At all times, if there is any sign of a student’s academic struggle or potential for grade retention, parents will be immediately contacted for a conference about interventions.

As students enter seventh and eighth grades, parent workshops led by Grade Level Leaders will be held to help parents navigate the school choice system in Los Angeles. We will provide computer resources and access to internet during these workshops for families who do not have these resources readily available. We want all of our families to make informed decisions about the best school options for their students and how to turn in the required and correct paperwork for these strong schools. At Libertas College Prep, we know that parents and guardians are students’ most influential role models. We believe that the best school environment is one where students hear consistent messages from all staff and from all parents. Central to our orientation process to the school will be our shared commitment with parents that their children will go to college. We will work together with parents so that students will hear this message as one voice from staff and families.

**4th Grade Start**

Consistent with the theme of access and accelerated interventions, Libertas College Prep is designed to specifically meet the needs of struggling readers through an innovative fourth grade start. As further outlined in our emphasis on

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45 Home visits will be planned for students who transfer in midyear.
46 Modeled on the practices of Endeavor College Preparatory Charter School, a BES school, a 2012 California School of Distinction. For more detail, please see [www.endeavorcollegeprep.org](http://www.endeavorcollegeprep.org).
47 Grade Level Leaders are classroom teachers who take on additional duties. There is one Grade Level Leader per grade who will receive $1,000 stipend for this role.
48 Drawn from Coney Island Preparatory Charter school (BES school) Code of Conduct.
literacy (please see page 26 of this Petition), our students will master reading to truly be able to access the increased text complexity of the Smarter Balanced Assessment (SBAC), and ultimately to master academic texts in high school and college. Students in Exposition Park and University Park will come from elementary schools in which 24 to 47% of the students are proficient or advanced in reading as measured by the state test. Many researchers have shown that reading struggles typically manifest in fourth grade in a phenomena called the “fourth grade slump” as depicted in Figure 3. In order to adequately address early literacy challenges, we will begin our enrollment in fourth grade, allowing students to have significant literacy support to prepare them to engage in rigorous college preparatory middle school curriculum.

The “fourth grade slump” refers to the struggle for students in the transition from “learning to read” in grades K to 3 to “reading to learn” in grades 4 through 12. The shift from decoding simple words in early elementary school to comprehending and synthesizing difficult content heavy texts in fourth grade is challenging for many students. Research shows this transition is especially difficult in low-income areas. In second and third grades, low-income students often perform comparably in reading with their more affluent peers, but in fourth grade, there is a noticeable decrease in relative performance. One early indicator of this divergence in performance are students who demonstrate difficulty understanding new words which results in decreased comprehension as well as limited oral reading fluency. Students who experience the fourth grade slump fall further behind each year in reading, and in text-heavy content areas like science and social studies, unless they receive intensive reading interventions.

Libertas College Prep sees the fourth grade start as an innovative way to ensure that all students successfully make the transition from “learning to read” to “reading to learn.” We will assess each student as they enter the school with a battery of reading diagnostics including the NWEA Measures of Academic Progress (MAP) and the Scholastic Reading Inventory (SRI) (for more detail see Formative Assessments) and for our most struggling students we will remediate phonics and phonemic awareness with a program like Reading Mastery to build strong foundations of reading fluency. Remediation coupled with our laser-like focus on literacy will address the early struggles of the fourth grade slump and will ensure that students are on a path to high performing high schools and colleges. Robert Balfanz supports this approach and asserts that “during the middle grades, students in high poverty environments are either launched on the path to high school graduation or knocked off-track.” In his 2009 brief, Balfanz suggests that one of the best ways to increase high school graduation rates is to ensure students’ reading is proficient in middle school. We start that path to success in fourth grade.

Small School Size
At Libertas College Prep we believe it is essential that every student be known at a personal level. We are invested in each student’s intellectual success and character development. To do this effectively we employ two best practices supported by research and drawn from high performing urban charter schools: small school size and slow growth model. At full growth Libertas College Prep will serve 360 students. Each staff member will see his or her self not as a classroom teacher, but as a Libertas teacher. Teachers will know each student in the school by name and will enforce our high standard of behavioral expectations even with students whom they do not teach directly. The small school size will enable an intimate and personal student culture as well as an intimate and personal adult culture. The Head of

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49 For more detail, please see elementary school Table 1 and Table 2 in the Community Needs Section.
50 http://teacher.scholastic.com/products/ReadAbout/overview/new_slump.htm
53 Ibid.
School will consistently spend time in all teachers’ classrooms and provide consistent feedback. Our lean administration and use of teacher leadership will maintain the constant connection between the academics in the classroom and the leadership in the building.

**Structured and Joyful School Environment**

Students thrive when they are in an environment designed to eliminate distractions and focus on rigorous academics. Dr. Lorraine Monroe, a highly successful urban principal, explains that constancy and order allow learning to occur by reducing the amount of time lost on non-academic matters. Libertas College Prep will utilize thoughtful procedures and routines to keep students consistently engaged in learning and moving safely throughout the building. Adults throughout the school will share an ethos of “sweating the small stuff” in which we narrow in on small problems in order to prevent larger problems from developing. Our students will learn to be intentional about each choice they make such as paying meticulous attention to detail on completing homework, organizing binders, and using complete sentences each time they speak. Teachers will support students’ growth by following a clearly defined Code of Conduct that outlines the expected behavior for students and the positive or negative consequences that correlate with their choices. We will also maintain these high expectations in a warm, joyful environment. At Libertas College Prep we will frequently celebrate student academic and character successes. Students will take pride in their accomplishments through weekly FIRST Reports that are sent home, sharing with parents the college bound disciplines they are showing in school. During weekly Community Circle the whole school will gather together to honor the students’ hard work, acknowledge students who are engaged in inspiring others, and highlight the success of students who are achieving.

**Explicit Character Development to Drive Academic Achievement**

At Libertas College Prep, explicit character education will be provided to teach habits, social skills, and ethical decision-making. Our focus on character will not be an end in itself but the means to drive increased academic performance. Our core values are FIRST: Focus, Integrity, Respect, Self-Determination and Teamwork. These values will be visibly messaged across the school environment, in the hallways and in classrooms.

Our goal is not to teach the definitions of these words but to make these values visible through an emphasis on the student behaviors and actions that exemplify them. The indicators of our core values mature and become increasingly more challenging as students progress through to the upper grades (7-8). For example, in fourth grade, Focus is indicated as “I am someone who produces neat work,” and in sixth grade a Focus indicator matures to “I set an example for my peers by doing my homework well every night. I encourage my peers to do their homework instead of giving into temptations of video games, television, texting, or instant-messaging.” Each grade will have a themed focus such as “Consider How Others View You” and “Habits Are What You Repeatedly Do.”

These increasing expectations of our school’s FIRST core values will be taught through Community Circle once per week. FIRST core values will be further re-enforced on a daily basis through an individual student behavior system and a score earned by the whole class. At the end of each class period an Advisory cohort will be scored by their teacher on a 1-5 scale based on the impression they made showing the FIRST Core Values. Students will be held to high behavioral expectations and receive

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56 Drawn from the article “Broken Windows,” by James Q. Wilson and George L. Kelling. In that article, there is a section, which reads “disorder and crime are usually inextricably linked, in a kind of developmental sequence. Social psychologists and police officers tend to agree that if a window in a building is broken and is left unrepaired, all the rest of the windows will soon be broken. This is as true in nice neighborhoods as in run-down ones. Window-breaking does not necessarily occur on a large scale because some areas are inhabited by determined window-breakers whereas others are populated by window-lovers; rather, one unrepaired broken window is a signal that no one cares, and so breaking more windows costs nothing.”
57 These core values are modeled after the character education program used by Brooke Charter School in Roslindale, MA. For more detail, please see [www.ebrooke.org/](http://www.ebrooke.org/).
individual feedback by earning or losing FIRST points. Teachers will spend significant time each summer during 17 days of Professional Development (PD) norming their expectations around what student behaviors earn or lose FIRST points and how to message this to students.

As students progress from the lower grades (4-6) into the upper grades (7-8), student behavior expectations and thus indicators will mature with them, pushing students to achieve greater independence, ethical reflection, and leadership skills.

Rigorous Academic Curriculum
For all students to be able to succeed in Los Angeles’ best high schools they must graduate eighth grade at or above grade level in all subjects, reading on or above grade level, and with the transcripts and standardized test scores to demonstrate their readiness for a rigorous high school program. First, Libertas College Prep will address the broad range of student skills when they enroll. We will provide intensive supports for students in all grades with a particular focus on the foundations of literacy and numeracy in the lower grades (4-6), and college preparatory rigor in the upper middle school grades (7-8).

All students in the fourth and fifth grades will have two instructional periods of literacy (175 minutes) and math (100 minutes) each day along with a daily structured Focus class (50 minutes) that allows for differentiated instruction and tutoring. Each week, students will have four blocks of social studies (50 minutes) and four blocks of science instruction (50 minutes). Due to the academic gaps in the core subjects that we anticipate students will bring with them, we will not offer a foreign language. For more detail on our daily schedule, please refer to Academic Calendar and Schedules starting on page 49. Additionally, all procedures and routines within the classrooms will be consistent across the school, supporting the acquisition of essential skills and the instruction of rigorous content. In sixth grade, students will continue to build intellectual stamina through increased extended independent practice time and the incorporation of inquiry-based lessons, especially in math classes and science labs. By seventh and eighth grades, students will be working in guided seminar discussions, writing interpretive literary analysis essays, completing student-led research papers, conducting autonomous science labs, and conducting textual analysis across multiple genres and writing to a variety of audiences as required by the Common Core.

Preparation for High-Performing High Schools
Libertas College Prep will place students on the path into, success within, and graduation from high-performing high schools and competitive colleges. Seventh and eighth graders will have High School Prep for fifty minutes once each week led by their Advisory teachers to guide students through high school placement options. This class will be for credit and students will receive a grade based on their completion of the required course portfolio. Los Angeles Unified offers numerous high-achieving magnet, charter, and district options. Students will be encouraged early on in seventh grade to visit schools like the nationally ranked Francisco Bravo Medical Magnet, Downtown Magnet High School, Daniel Pearl Magnet High School, and the Drew Medical Magnet High School. They will also research and visit their local zoned high school such as Dorsey or Manuel Arts High School. High School Prep will allow students to assess their interests, consider the best options based on their skills and interests, and complete the required paperwork for the high-performing high school of their choice, whether it is completing a charter lottery form, private school application, or the magnet CHOICES application. Students will learn how to research if schools have an honors program or college track and if schools offer sufficient Advanced Placement classes. Each child is different, some may thrive in large high

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58 While students will have two instructional periods of literacy each day they will also have a Leveled Reading class and an Independent Reading period for a total of 175 literacy minutes each day.
59 These schools are all featured in a recent report by US News. For more detail, please see: www.usnews.com/education/best-high-schools/california/districts/los-angeles-unified-school-district. Admission to these magnet schools is not a guarantee. We will work with parents in 4th and 5th grade to begin the process of applying to magnet schools and accruing points toward their top choices of schools.
schools and others may be more successful in smaller school settings, whether private, magnet, or charter. For students interested in Los Angeles’ independent schools like Brentwood School, Harvard-Westlake, and Crossroads, Libertas College Prep will partner with organizations like HYPE and Independent School Alliance to offer admission counseling, ISEE test preparation, and financial aid assistance. The ISEE test preparation is an option and not a requirement. It will be available for all students and Libertas College Prep will cover all costs associated with it. All students who want to pursue a private school education will receive support in the process. The decision about what high school will be the best for each student will be used to model the intensive research about what programs each school offers, time management, and meticulous attention to due dates required to make strong decisions about which colleges match their interests and goals.

**Becoming Lifelong Learners**

At Libertas College Prep the high expectations for student behavior, positive reinforcement, and explicit character development will help students build *intrinsic motivation*. Ultimately, students learn best when they are interested in or inspired by what they are learning. We will provide a structured environment that allows the true joy of learning to occur inside the classrooms. Thought-provoking questions, reading excellent literature, and digging deep into conceptual mathematics are the long-lasting motivators that will turn students into life-long learners.

Intrinsic motivation and intellectual independence start with the type of tasks students are expected to master. Using the Common Core State Standards (CCSS) as a launching point, there are key tasks a self-sufficient student must be able to do for college and career success. Intellectually independent students can “comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary.”

The ultimate vision of a Libertas scholar is that of a self-directed learner who pursues information and answers from all available resources including peers, teachers, other adults, and library or internet references. These are the academic mindsets that will translate to a life of learning.

This independence within the classroom will be cultivated through a gradual increase of student-led projects in the upper grades (7-8) and increased emphasis on the school’s FIRST core value of Self-Determination. Students will be acknowledged during Community Circle (held on Wednesday at 12:30 pm) and in their advisories for taking more ownership over their academic performance and for showing leadership initiative in and out of the classroom. In order to further prepare students for the independence they will experience in high school and college, many of the structures that form the culture of high expectations in the lower grades will be systematically reduced in seventh and eighth grades. In their place, we will continually provide instruction on the habits and disciplines of successful students, strategies to handle increased responsibilities, enrichment options, and student leadership opportunities.

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60 HYPE at [http://www.hypelosangeles.org/index.php](http://www.hypelosangeles.org/index.php) and Independent School Alliance at [http://www.independentschoolalliance.org/](http://www.independentschoolalliance.org/) are organizations designed to increase admission opportunities for minority students from lower income communities. All students will have the opportunity to receive counseling and test preparation for independent schools. While we cannot control whether students are accepted at the independent schools, we will ensure that all students who want to apply will receive the full preparation to do so.

Support for Families on the Path to Competitive Colleges

Our eighth grade graduation process will include an intensive matching program for students and families, pairing them with nonprofit partners via the Southern California College Access Network. Each family will have a contact at one of the partner organizations and will enroll in their free support services—before entering high school. These relationships will be student-initiated during the High School Prep class as an end-of-year project overseen by their Advisory teachers and coordinated by the eighth grade Grade Level Leader. It will be another opportunity for eighth graders to practice the independence and self-advocacy needed to thrive in college.

We will also aggressively pursue grants to create a Director of Alumni Affairs in Year 4 who will track alumni report cards, be available for questions, and offer voluntary workshops for students and families as the college admissions process begins during their junior year (for more on the Director of Alumni Affairs see Element 5). This position will establish relationships with the Los Angeles City College and advocate for alumni to enroll as available in the Scholars Program which will support a direct transfer to a University of California school.

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

Being an educated person in the 21st century is, more than ever, requiring students to earn degrees from recognized colleges. Young people need to know more than the previous generations to keep up with the rapid pace of the changing career environment. Historically, jobs such as automotive repair could be done well without formal education, but today even these jobs require mastery in at least algebra, and preferably, physics. In short, college readiness equals work readiness. Education today must empower students with the critical thinking skills, technological literacy, successful life habits, and interpersonal intelligence to thrive in college and in their careers. The Massachusetts Institute of Technology faculty defined “college readiness” through the framework of being a well-educated person in the 21st century. Their qualities include:

- **Critical Thinking**: problem solving capability for “fuzzy” and well-structured problems, creativity, ability to work with multiple ways of representation
- **Intellectual Discipline**: ability to self-educate, intellectual independence, motivation to learn
- **Social Intelligence and Character Growth**: communication skills (oral, written, teamwork and interpersonal skills), global awareness and vision, a sense of human responsibility, a sense of ethics

At Libertas College Prep, these indicators for successful college students will be cultivated in a student’s education starting in fourth grade. The rigorous standards of the Common Core will provide the academic framework for extensive problem-solving and comparative representation. Our FIRST core values of Focus and Self-Determination will message and reinforce intellectual disciplines and celebrate students’ drive to determine their future through their hard work and commitment to daily success in school. Finally, our FIRST core values of Integrity, Respect, and Teamwork will provide language to develop

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62 [www.socalcollegeaccess.org](http://www.socalcollegeaccess.org), The Southern California College Access Network is a database of free college access programs available across Los Angeles and Southern California. These are not talent search organizations, instead they are a variety of programs that offer services from mentoring to after school programs. Students will research and choose the organization they would like to work with in high school.

63 [http://www.lacitycollege.edu/services/transfer/transfer-general-info.html](http://www.lacitycollege.edu/services/transfer/transfer-general-info.html).

64 “Preparing LAUSD High School Students for the 21st Century Economy: We have the way, but do we have the will?” The Education Trust-West, March 2005. [http://www.edtrust.org/west/publication/preparing-lausd-high-school-students-for-the-21st-century-economy-we-have-the-way](http://www.edtrust.org/west/publication/preparing-lausd-high-school-students-for-the-21st-century-economy-we-have-the-way).  


students’ social intelligence and character growth. As students work in teams, we will reinforce positive social behaviors that create strong groups. During our advisory classes, we will provide different ethical dilemmas for students to discuss and feel comfortable determining what it means to act with integrity and respect toward others.

Central to 21" century skills are the critical thinking and personal behaviors to thrive in college and also the technological literacy to adapt to future career opportunities. In order to prepare our students for the future, we will set key technological skills required for each grade level. Typing, use of Google Apps, and familiarity with Microsoft Office tools (Excel, Word, PowerPoint) will be essential skills acquired while at Libertas College Prep. The fundamental computer skills and typing will occur during Focus, our individualized tutoring class, to build students’ technological literacy and make them competitive in our information age.67 Ultimately, this success will be measured through our students’ performance on the Smarter Balanced Assessment. Through our commitment to developing foundational skills and strategically developing intellectual stamina in all content areas, we will build students up to being critical thinkers prepared to determine their own success.

Local Control and Accountability Plan

Libertas College Prep will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Elements 2 & 3: Measurable Pupil Outcomes & Method by which Progress will be Measured for the schoolwide goals for relevant sub-groups and corresponding assessments. Beginning in fiscal year 2015-16, Libertas College Prep will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

Instructional Design

At Libertas College Prep, we approach curriculum with our mission in mind - all of our students are being prepared to enter high-performing high schools and thrive in college. Therefore, college preparation will start in middle school, and for students at academic risk, an early entry point of fourth grade allows interventions needed to prepare for the rigors of a strong middle school curriculum and academic program.

To meet our mission, we set the measurable goal that every student will graduate eighth grade at or above grade level according to the newly adapted California Assessment of Student Performance and Progress.68 Informed by the research-proven methods of Understanding by Design, we will identify desired results, determine acceptable evidence, and plan learning experiences and instruction.69 As a successful school, we will plan backwards from our end goal – standards and curriculum will align with each test,

67 During Focus, students will have two teachers present and will move in rotations between the computers and small group instruction. All students, including students with high academic needs, will receive equal allotments of time with computer support developing necessary typing skills in anticipation of the transition to the Smarter Balanced Assessment as well as the demands of 21\textsuperscript{st} century careers.
68 Students will enroll at Libertas College Prep at a variety of entry points, some several years below grade level. Our extended day and intensive tutoring therefore are critical for students entering in seventh and eighth grades.
69 Wiggins, Grant, and Jay McTighe, Understanding by Design, Association for Supervision and Curriculum Development: Alexandria, VA. 2005
assessments will gauge our progress toward the goal, and strong teaching with accountability for results will ensure that we get there. Having a clear goal and reliable metrics will focus all planning to guide action toward the necessary results. All elements of our program will be created through this instructional framework.

Our instructional framework and scope and sequence are further informed by the fact that many students will enter Libertas College Prep below grade level. To successfully prepare them for college preparatory high school curriculum, we draw heavily from best practices of high performing charter schools who serve a similar population of students.

**Curriculum and Instruction**

Curriculum will be driven by and aligned with CCSS. The state sets a high bar for the academic content to be taught, as well as the key intellectual mindsets necessary to master CCSS. The instructional leadership team, consisting of the Head of School, Director of Curriculum and Instruction (DCI) (starting in Y3), and Department Chairs (starting in Y4) will use a Curriculum Alignment Template (CAT) to ensure that CCSS are aligned horizontally across each year and vertically across all grade levels. Starting in Year 4, there will be 4 math teachers, 4 ELA teachers, and 6 teachers who teach science and social studies teachers. Following the model of other small schools, we will identify one staff person in each content area to take on this role. Each Department Chair will receive an additional stipend for their additional duties.

All coursework will be aligned with the CCSS and will follow the scope and sequence outlined in Table 5 below:

**Table 5: Coursework Scope and Sequence**

<table>
<thead>
<tr>
<th>Core Subject</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>4th Grade Reading</td>
<td>5th Grade Reading</td>
<td>6th Grade Reading</td>
<td>7th Grade English</td>
<td>8th Grade English</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4th Grade Writing</td>
<td>5th Grade Writing</td>
<td>6th Grade Writing</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>4th Grade Science</td>
<td>5th Grade Science</td>
<td>Earth Science</td>
<td>Life Science</td>
<td>Physical Science</td>
</tr>
</tbody>
</table>

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70 Ibid.  
71 Department Chair stipends of $1,000 each can be seen in the budget on tab Schedule C – Salary.
Within our overall core subjects, we will allot 725 minutes to literacy and 450 minutes to math each week as informed by the research-proven practices from high performing urban charters schools. We believe that additional time in literacy is essential for college preparatory success in all subject areas and that double blocks of math is fundamental to all future success in high school and college math and science courses.

**Literacy is Essential**

To truly access the content of and excel in the new CCSS, students must have a thorough and comprehensive mastery of literacy. Torlakson and Kirst explain that the Standards “lay out a vision of what it means to be a literate person in the twenty-first century…Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature…They actively seek wide, deep, and thoughtful engagement with high-quality literary and information texts that builds knowledge, enlarges experience, and broadens worldviews.”

The nuanced mastery of language explicitly required by the CCSS poses a challenge to many students from lower income families. Research shows that families’ language usage varies depending on their socioeconomic status, and that children from low-income families are exposed to a third of the number of words as children from more affluent backgrounds. Based on the community’s high percentage of families eligible for free and reduced lunch, average ELA proficiency scores between 24 and 47%, as well as the high percentage (25-45%) of ELs, Libertas College Prep will prioritize literacy as the critical lever for our students’ school and life success.

Our comprehensive literacy plan will include the following:

- **Fluency and decoding.** All students entering Libertas College Prep will take the Scholastic Reading Index (SRI) to assess their individual reading skills. During the first week of school, students will take the SRI diagnostic in their advisory classroom. It will be administered by one of their general education teachers. The SRI diagnostic will be used to establish preliminary groups. Students who may be struggling with fluency and/or decoding will also be assessed using a Reading A-Z Running Record. Students who need it will be placed in fluency and/or decoding small groups during Guided Reading (50 minutes) in the morning and targeted tutoring during Focus (50 minutes) in the afternoon. Teachers will be trained on curriculum like Reading Mastery and will use this curriculum to quickly move students up to comprehension-based reading groups. Once a student demonstrates mastery on his or her assessments, the student will be moved to the next level of targeted instruction.

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74 The California ELA Curriculum Framework recommends two hours or two period of English Language Arts instruction. In order to best serve the learning needs of our proposed community, the majority of whom are not proficient in ELA, we are increasing the recommended minutes in literacy from 120 minutes to 175 minutes. Additionally we dedicated two periods each day to small group instruction to allow targeted intervention to occur whether it is a Guided Reading group or English Language Development. For more information on Intervention Plans, please see page 47.
75 As students enroll into the upper grades they will receive similar literacy intervention through leveled reading groups, targeted tutoring time, and skilled phonetic interventions from English Language Arts teachers trained in Reading Mastery.
76 Small Group Reading Mastery intervention is based on North Star, an Uncommon Elementary School. Observed 10/2/2013.
Comprehension. In supporting the needs of struggling readers, teachers will explicitly teach students to employ strategies to comprehend the texts. Teachers will model these metacognitive reading strategies through intentionally planned “think-alouds.” Students will in turn practice these strategies by annotating texts, messaging their thinking aloud to a partner, and recording them in Reader’s Response Journals. Each reading teacher will conference with students one-on-one to further assess the strategies students are using to make meaning of their books. Monday through Friday, students will receive a full block (50 minutes) of small group instruction in guided reading groups. The staff will be trained during the 17 days of Summer PD on successful guided reading groups as outlined by Fountas and Pinnell’s Guided Readers and Writers: Teaching Comprehension, Genre, and Content Literacy. Students will also become independent readers by reading their Independent Reading book for at least one hour each day. All students will have 25 minutes of uninterrupted independent reading during the school day as well as at least 35 minutes of assigned reading at home. Teachers will closely monitor student progress through their books, ensuring that students are reading at their appropriate Lexile levels as well as at a rigorous pace according to analysis of Reader’s Response Journals and their computerized test results from Accelerated Reader.

Vocabulary. The development of academic vocabulary will be a school-wide focus. Teachers in all content areas will use research-based best practices such as Robert Marzano’s Front Loading and Word Sorts for explicitly teaching new words and providing students with the necessary opportunities to practice these words repeatedly across content areas.

Writing and Grammar. Similar to the emphasis on fundamental skills in reading classes, students in fourth through sixth grade will begin with the foundations of grammar and genre writing. Using Shurley English, students will diagram sentences beginning with simple subject and predicate identification and quickly ramp up to complex sentences, prepositional phrases, and intrinsitic sentences.

In keeping with the CCSS, our focus on literacy holds the expectation that a student’s literacy skills are a shared responsibility for all members of our staff. English Language Arts teachers will collaborate with teachers of other academic content subjects for an integrated model of literacy across the curriculum. Students will practice their reading and writing in all subjects and a school-wide writing rubric will reinforce the consistency of school expectations.

Scope and Sequence of Literacy for Fourth through Eighth Grade

Fourth Grade English Language Arts. As outlined in our reasoning behind starting Libertas College Prep in fourth grade (see page 18 for more detail), this year typically marks the transition from learning to read to reading to learn. The beginning of fourth grade will address explicit third grade reading instruction including foundational decoding skills, phonics, and basic features of language. Instruction will emphasize vocabulary acquisition through vocabulary lessons as well as utilizing context clues to independently learn new words. Given the gaps which enrolled students will bring with them, third grade writing conventions of subject and verb agreement and communicating in complete sentences will be spiraled into the fourth grade curriculum and assessed through their writing assignments.

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79 Wednesday is a modified schedule with a math block in the morning instead of a literacy block.
Fourth Grade Reading. Fourth Grade Reading standards address student mastery of literature, informational texts, and foundational skills. Students in fourth grade will be expected to apply reading strategies to a number of fictional genres including stories, dramas, poems, as well as imaginative literature like myths, legends, and fairy tales. Students will be expected to describe the structural differences between these genres as well as analyze the elements of literary works. This includes describing the elements of a narrative, analyzing character thoughts and motivations, and comparing themes between different genres or settings. Fourth grade will also consist of nonfiction and informational texts. Students will be taught how to read informational texts to learn new content and ideas. This will be done through explicit instruction on the structure and organization of nonfiction texts including identifying main idea and key details, cause and effect, relevant and irrelevant information, and fact and opinion. Students will begin the critical analysis of informational texts by comparing primary sources to secondary sources, evaluating the evidence provided by an author, and interpreting information presented in charts, statistics, and diagrams. In regards to foundational skills, students will finish fourth grade as fluent readers with full knowledge of letter sounds, syllable pattern, affixes, and root words. Students who enter the year far behind a third grade level will receive targeted instruction with programs like Reading Mastery in small groups during Guided Reading (50 minutes) in the morning and during Focus (50 minutes) in the afternoon.

Fourth Grade Writing. In fourth grade all students will use the full writing process which consists of brainstorming, prewriting, drafting, revising, editing, and publishing. Their writing tasks will be structured to address purpose and audience. Keeping in line with the shift to the Common Core, students will learn to write in the genres of opinion pieces, informative texts, and narratives. They will also write at least one informative text as a research project that requires them to use library and internet-based research. Fourth grade students will produce five-paragraph essays with main ideas, supporting details, and concluding paragraphs. Students will type and print published essays. In line with the California additions to the Core Curriculum, fluent and legible cursive will be expected in designated writing assignments.

Fifth Grade Reading. Fifth Grade Reading will continue to develop students’ word analysis, fluency, comprehension, and vocabulary acquisition. As needed, students may continue in leveled decoding and fluency groups. All students will use word origins to understand new words, understand antonyms, synonyms, and homographs, know Greek and Latin roots and affixes, and explain the figurative and metaphorical use of words in context.

The comprehension focus in fifth grade will continue a detailed study of nonfiction material, including:

- Analysis of multiple accounts of the same topic
- Comparing and contrasting the overall structure of two or more texts
- Nonfiction text features – format, graphics, sequence, diagrams, illustrations, charts, and maps
- Analysis of sequence and chronological organization
- Identification of main idea and supporting evidence in two or more texts
- Distinguishing of facts, opinions, and inferences within text

Fifth grade also will include literary analyses of historically and culturally significant works of literature. Students will identify and analyze characteristics of poetry, drama, fiction, and nonfiction. They will continue to analyze conflict and resolution within a story’s plot and the actions, motives, and appearances of characters. Students will understand the concept of theme and identify archetypal patterns, common literary devices, and various author techniques.
Similar to fourth grade, fifth grade reading standards will be taught using a variety of texts, including short stories, picture books, informational articles, poems, and books appropriate for the grade level. Shared reading novels may include Gary Paulsen’s *Nightjohn*, Pam Munoz Ryan’s *Esperanza Rising*, and *Holes* by Louis Sachar. All novel selections are subject to change based on the specific reading needs of our students.

**Fifth Grade Writing.** Fifth Grade Writing will build on the foundations learned in fourth grade and will continue to develop students’ competencies with grammar, conventions, and the writing process.

Grammar study will include:

- Use of prepositional phrases, appositives, and dependent and independent clauses
- Correct use of often misused verbs
- Use of colons and quotation marks
- Correct capitalization
- Correct spelling of roots, suffixes, prefixes, contractions, and syllable constructions

Writing class will continue to develop students’ competency in writing both narrative and expository essays of 500 to 700 words in length. Students will use the writing process to write multi-paragraph compositions with strong introductions, supporting evidence, and conclusions. In keeping with Common Core, these will include explanatory, opinion, and narrative texts, as well as research building on several sources. Students will also begin a great emphasis on revising and editing to improve their writing’s content and clarity.

Fifth Grade Writing will also incorporate a technology strand that will teach students to type and create simple documents, using basic office software.

**Sixth Grade Reading.** Sixth Grade Reading will include word study focused on multiple-meaning words, commonly used foreign words, the use of context to understand new words, and shades of meaning in related words.

The Sixth Grade Reading course will include work on nonfiction text, including:  

- Structural analysis of popular media (newspapers, magazines, and websites)
- Analysis of compare-and-contrast organization
- Identification of main idea and relationships to other sources
- Clarification of meaning through outlines, note-taking, summaries, and reports
- Evaluation of the adequacy and appropriateness of evidence and various techniques

The study of literature in sixth grade will include analysis of various fictional genres. With a variety of fictional texts, students will analyze the effect of character traits and the influence of setting on the plot of a story. They will identify types of narration, explain the effects of common literary devices, analyze features of themes, define how tone or meaning is conveyed, and critique the credibility of a story’s plot.

Novels that may be studied as a class or in smaller groups include Mildred B. Taylor’s *Roll of Thunder Hear My Cry*, Lois Lowry’s *Number the Stars*, Francisco Jimenez’s *The Circuit* and *Breaking Through*, Sandra Cisneros’s *The House on Mango Street* and Mark Twain’s *The Adventures of Tom Sawyer*.

83 Focus on nonfiction texts is in line with the transition to the CCSS. [http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf](http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf)
**Sixth Grade Writing.** Sixth Grade Writing will continue the focus on both conventions and the writing process. Students will be expected to write and speak with a command of standard English conventions appropriate to the sixth grade level.

Grammar instruction will include:

- Use of simple, compound, and compound-complex sentences
- Indefinite pronouns
- Present perfect, past perfect, and future perfect verb tenses
- Subject-verb agreement
- Use of colons, semi-colons, and commas
- Correct capitalization
- Correct spelling of frequently misspelled words

Sixth Grade Writing will advance student proficiency with the writing process and word processing skills, and students will compose narratives, expository compositions, research reports, responses to literature, and persuasive essays. Students will become well-versed in the use of revising and editing checklists and the use of rubrics to self-assess.

**Seventh Grade English.** Seventh Grade English will continue to build students’ vocabularies and both nonfiction and fiction comprehension skills and integrate writing skills as students develop a stronger sense of writing for a specific audience and increased opportunities for formal writing.

Students will identify analogies, idioms, metaphors, and similes. They will use Greek, Latin, and Anglo-Saxon roots and affixes to learn new content-area vocabulary. They will clarify the meaning of new words using definition, restatement, example, and contrast.

Seventh-graders will analyze the difference in various nonfiction texts, locate information in a variety of documents, and analyze text written in cause-and-effect format. They will trace an author’s point of view, argument, or perspective, and assess the quality of evidence to support a claim. Students will use technical directions to explain the use of simple mechanical devices. This class will begin to assign many more texts to be read and analyzed independently. Examples of the level of rigor expected in this course may include Susan Cooper’s *The Dark Is Rising, Little Women* by Louisa May Alcott and literary nonfiction such as “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill. Nonfiction selections will support the historical and cultural contexts of the fiction selections.

Seventh Grade English will include the correct use of modifiers and active voice. Students will correctly use infinitives, participles, pronouns, and antecedents. They will identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling will reflect standards for grade-level proficiency.

Students will use the writing process and grade-level appropriate revising and editing strategies to compose:

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84 Novel and literary nonfiction choices are drawn from the recommended texts according to grade from the California Common Core State Standards. [http://www.cde.ca.gov/be/st/ss/documents/finalacssstandards.pdf](http://www.cde.ca.gov/be/st/ss/documents/finalacssstandards.pdf)
● Fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors’ techniques
● Responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through examples and textual evidence
● Research reports based on a relevant question, formal research, a clear perspective, accurate evidence, and documented references
● Persuasive compositions that state a clear position, employ well-articulated evidence, and address the reader’s concerns and counterarguments
● Summaries of reading materials that include the text’s main idea and significant details, use quotations and the student’s own words, and reflect a deep understanding of the text

Seventh Grade English will continue the use of checklists and rubrics for self-assessment and will have an increased focus on the use of mentor texts to develop one’s own writing. Students will continue to experience both self-selection of topics and responding to assigned prompts. They will also continue to develop word processing skills, with programs such as Microsoft Word and PowerPoint.

**Eighth Grade English.** Eighth Grade English will integrate reading and writing skills in a single class. This course will prepare students for high school English courses by demanding advanced levels of rigor, critical thinking, research, and increased independence. In keeping with the Common Core, the class will also incorporate nonfiction texts from science and social studies to prepare students for high levels of reading and writing in the content areas, just as science and social studies classes will continue to integrate appropriate nonfiction texts.

Eighth Grade English will include a complex study of words, designed to ensure a precise understanding of new words, idioms, analogies, metaphors, and similes. Students will begin a study of the history of the English language and the influence of common word origins.

Students will analyze nonfiction texts using compare and contrast and proposition and support patterns. They will find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students will use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students will evaluate the unity, coherence, internal consistency, and structural patterns of a text.

Eighth grade students will study different forms of poetry — elegy, ode, sonnet, ballad, couplet, epic, and lyric. They will use their previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students will analyze character motivations and actions, themes, significant literary devices, and the cultural impacts of literary works.

Most of the assigned texts in Eighth Grade English will have historical significance, and many will tie in with the United States history standards. Examples of texts we may read are literary nonfiction such as “Letter on Thomas Jefferson” by John Adams, *Travels with Charley: In Search of America* by John Steinbeck and Frederick Douglass’ *Narrative of the Life of Frederick Douglass, an American Slave*. Ample nonfiction articles will be brought in to support the historical and cultural contexts of the literary selections.  

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85 All school-wide text selection will illustrate the complexity, quality, and range of texts suggested by the CCSS. California CCSS for Literacy (2013) pg. 42 and pg. 78. [http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf](http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf).
Students in Eighth Grade English will continue to write clear, coherent, and focused essays that also reflect the author’s personal style. Greater emphasis will be placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original ideas. English class will also integrate technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint.

Students will write:

- Biographies
- Autobiographies
- Short stories
- Narratives
- Responses to literature
- Research reports
- Persuasive compositions
- Documents related to career development, including applications and business letters
- Technical documents
- High school application essays

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

**Instructional Materials**

English Language Arts teachers will primarily create their own materials and engage in novel study. Each year, teachers will receive a model unit to start the year as well as interim assessments and a scope and sequence for the year. Teachers will have time to plan during Summer PD, weekly common planning meetings, and during their preps. They will be supported with scripted intervention programs like Reading Mastery and structured grammar instruction with Shurley English. While most whole-class reading skills instruction will take place with a class novel or a shared text, students will practice reading strategies using their own independent reading book. All reading classrooms will have a class library with books labeled according to their Lexile level, ensuring that all students will be able to practice the class objectives at their own differentiated level.

**Technology**

All grades will use the computer-based assessment program Accelerated Reader to track their independent reading mastery. Students will choose either a fiction or a nonfiction book at their independent reading level and take a quiz on the computer when they have finished reading it. Teachers will use the data from these quizzes to conference with students about choosing a “Just Right” book and varying the genre to include more nonfiction or historical fiction and increasing the Lexile level and length of book.

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86 A “Just Right” book is a term that describes a book a child can read and comprehend independently and also introduces new challenging vocabulary or content. Students are taught different strategies in how to pick out “Just Right Books” for themselves including gauging if a book is too easy for them or too hard because there are more than five words on a page they don’t understand.
Further use of technology will include the expectation of computer-based performance tasks. Starting in fourth grade students will be expected to type published essays. By eighth grade, students will be using the internet to research and cite sources for persuasive essays and research reports and basic Office or Google applications like PowerPoint to present information to the class.

**Text Selections in Grades 4-8**

Students at Libertas College Prep will be exposed to a broad range of literature in their English Language Arts classes. Teachers will work with students on reading strategies to engage with texts in which students will have high levels of prior knowledge or schema about the subject. Teachers will also work with students to develop reading strategies for texts in which students have limited schema about a subject. For students to develop the broad reading interests and confidence to read classical texts like those recommended for Advanced Placement Literature and Composition, as well as for college courses, students must have positive reading experiences with these types of novels in middle school. Challenging texts like *The Adventures of Tom Sawyer* and *Little Women* are pulled from the recommended text complexity of the California CCSS. Based on the diagnostic data of students each year, teachers will choose a “reach” text or a “challenge” text that will be within the students’ range and will develop their schema allowing them to engage confidently with challenging texts in the future.

**Math is Fundamental**

In the same way that implementation of the CCSS requires a shift in the approach to literacy instruction, mathematics must be taught with increased emphasis on conceptual understanding and the ability to express such understanding in writing. Libertas College Prep rises to this challenge by providing 450 minutes of math instruction to students each week; this instruction will focus specifically on math procedures and problem-solving, using both as a platform for students to practice and internalize the habits of mind of a productive math thinker.

**Figure 4. Common Core Overarching Habits of Mind of a Productive Mathematical Thinker**

<table>
<thead>
<tr>
<th>Overarching Themes</th>
<th>Make sense of problems and persevere in solving them.</th>
<th>Attend to precision.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasoning and Explaining</td>
<td>Reason abstractly and quantitatively.</td>
<td>Construct viable arguments and critique the reasoning of others.</td>
</tr>
<tr>
<td>Seeing Structure and Generalizing</td>
<td>Look for and make use of structure.</td>
<td>Look for and express regularity in repeated reasoning.</td>
</tr>
<tr>
<td>Modeling and Using Tools</td>
<td>Model with mathematics.</td>
<td>Use appropriate tools strategically.</td>
</tr>
</tbody>
</table>
In the fourth through sixth grades, students will take two math classes, math procedures (50 minutes) and math problem solving (50 minutes), and receive additional math support in Focus every day (50 minutes). The CCSS notes that “[m]athematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.”88 Both math blocks will be taught by the same math teacher to maintain consistency of content and to ensure that procedures and mindsets practiced in one class seamlessly carry over to the other class. In general, the two math classes will focus on the following:

- **Math Procedures.** As we anticipate students entering Libertas College Prep several grade levels behind, math procedures will start with basic skill building. Our math procedures class will focus on the precision of process, building math skills and practicing automaticity with math facts. In addition to basic math facts, students will master: numerical expressions, patterns and relationship; operations with multi-digit numbers and decimals to hundredths; add, subtract, multiply and divide fractions; positive and negative integers; volume; graphing on coordinate plane; ratio, multiplication and division with fractions, common factors and multiples; applying understanding of arithmetic to algebraic expressions; one-variable equations and inequalities; dependent and independent variables; and area, surface area, and volume problems. Students will build their mathematical thinking capacity, focusing specifically on attending to precision, looking and making use of structure, and modeling with mathematics.

- **Math Problem-Solving.** Increasingly, the type of knowledge and critical thinking required for the California State test (SBAC) and eventually the Standardized Achievement Test (SAT) is focused on the problem-solving process. Figure 5 above outlines the Common Core habits of mind of productive mathematical thinkers that are critical to achieving the conceptual knowledge in higher level math. Drawn from the California Math Framework, our math problem solving class will require students to demonstrate their knowledge through a variety of forms: reasoning and explaining, modeling and using tools, and seeing structure and generalizing. The class will be more literacy- and partner-based as students learn how to solve problems and develop the mindsets, stamina, and character necessary to approach higher order thinking. In keeping with the Common Core, writing in math class will take place through journals, solving math problems, explaining math ideas and writing about learning processes; this will “provide a way for students to reflect on their own learning and to explore, extend, and cement their ideas about the mathematics they study.”89 Students will be given ample opportunity to model their thinking and verbally explain their reasoning using academic language.

By doubling the number of math periods and explicitly focusing on both foundational and conceptual mathematics we will equip students with the skills necessary to reason through multi-step, challenging problems that will prepare them to address 21st century challenges in college and in the work place. A 2009 study done by Mark Long of the University of Washington discovered that “students’ eighth-grade test scores have a larger effect on both highest [level] math course taken and college readiness than any other characteristic.”90 Over five years, our comprehensive math program will build student skills and reasoning from fourth grade math to Pre-Algebra and Algebra in order to put students on the track to succeed in Algebra II and Calculus in high school and ultimately, college.

Scope and Sequence of Mathematics for Fourth through Eighth Grade

Fourth Grade Math. Mastery of eighth grade Algebra as assessed through the Common Core standards begins with strong foundational knowledge of procedural and conceptual mathematics in fourth grade. Without a solid base of math concepts, students will not be able to competitively engage in creative problem-solving required in high school and college. Again, noting that incoming fourth grade students will have a range of math skillsets and preformed habits, we will spend the beginning part of the year explicitly teaching mathematical habits of mind, setting expectations about meticulously showing computational work, and practicing automaticity. Based on third grade standards, students entering Libertas College Prep should demonstrate mastery of:

- Place value and rounding whole numbers to the nearest 10 or 100
- Automaticity with products of 1 through 9, able to fluently divide within 100 and add and subtract within 1000
- Use of a number line to order and compare positive fractions
- Fractions in measurement with rulers and in geometry as pieces of shapes
- Measurement of liquid volume and area of plane figures
- Area of a rectangle and compare common geometric shapes

At the beginning of the year students will be assessed on these standards using the MAP for math. Based on this diagnostic, key standards will be retaught as a whole class. Individual students with gaps in prerequisite standards will receive targeted small group instruction during afternoon Focus class.

Fourth grade students will master the following standards:

- Multi-digit arithmetic
- Fluency with addition and subtraction of large whole numbers
- Fluency with multiplication and division with large numbers including quotients with remainders
- Fraction equivalents, addition and subtraction with fractions and multiplication of fractions by whole numbers
- Classification of geometric shapes based on properties (i.e. parallel or perpendicular sides, angle measurements, and symmetry)

Literacy in Mathematics. To support ELs as well as to reflect the shift to the Common Core, an additional focus on mathematical vocabulary and interpreting text-rich word problems will be a grade-wide focus. Students will practice precision of language and semantics, and how to translate the words of a problem into symbolic representation. Students will be taught to engage in mathematical discourse by correctly using math vocabulary in spoken and written explanations of their process or solutions. All prerequisite mathematical vocabulary such as sum, difference, solve, length, height, more and equal will be explicitly taught, practiced, and assessed. We will ensure that the conceptual and linguistic foundations are established to allow students to build toward complex reasoning.

Fifth Grade Math. In keeping with Common Core, Fifth Grade Math will focus on three critical areas: developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and developing understanding of volume.
Time will be spent to increase students’ skills with the four basic arithmetic operations applied to whole numbers, fractions, decimals, and negative numbers. They will use standard measurement tools and units to find length, area, and volume of basic geometric figures. Students will use protractors, compasses, and concepts of angle measurement. They also will use tables, grids, graphs, and charts to record and analyze data. Students will construct viable arguments in writing, and critique the reasoning of others.

**Sixth Grade Math.** In keeping with Common Core, Sixth Grade Math will focus on four key instructional areas: connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking.

Students will be expected to apply their computation skills to solve a variety of problems. The class will address concepts of statistics and probability and calculation of the mean, median, mode, and range of a set of data. Students will analyze data and sampling processes to determine validity. They will work with probabilities, ratios, proportions, and percentages. Students will know formulas for the area and circumference of a circle and use letters for numbers involving geometric shapes and the variable in an expression. They will solve one-step linear equations.

**Seventh Grade Math - Pre-Algebra.** Seventh Grade Pre-Algebra will prepare students for Algebra in eighth grade, and will focus on four key instructional areas: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; 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 drawing inferences about populations based on samples.

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

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

**Instructional Materials**
Math teachers will use textbooks like Saxon Math in fourth and fifth grade. For sixth through eighth grade, we will use either Holt McDougal Middle School Big Ideas Math\(^91\) or College Preparatory Mathematics\(^92\) based on which curriculum is proven successful according to student achievement on the Smarter Balanced Assessment.

**Technology**

During the Focus period, teachers may assign students independent work with computer-based mathematical support. Some examples of programs the teacher may consider using are the ST Math Program, “Jiji” or specific Khan Academy skill lessons.\(^93\) For more information regarding the use of technology at Libertas College Prep, please see our Technology Plan on page 44.


\(^92\) [http://www.cpm.org/teachers/MSacceleration.htm](http://www.cpm.org/teachers/MSacceleration.htm)

\(^93\) ST Math is courseware that requires spatial temporal reasoning to explain and solve multi-step math problems. It will be used primarily in grades 4-5. [http://www.mindresearch.net/programs/](http://www.mindresearch.net/programs/)
History-Social Sciences: Critical Analysis of Life and Texts

History-social sciences, as a content area, is an opportunity to strategically build students’ investment in and enthusiasm about critically analyzing the world around them. Social sciences promotes learners’ enthusiasm about how to tackle the problems of the world, ranging from lack of access to resources for all people, to building fair and stable governments. At Libertas College Prep we will use social sciences to motivate students around solving problems on both a micro and macro scale and show them how to personally effectuate change within their neighborhoods, communities, state, and country.

Students will be exposed to the rich and compelling environment that social sciences provides for high level thought and critique. They will consider social sciences as a key lever for and gateway to powerful societal change founded upon a deep knowledge of how governments function and an understanding of how to learn from and capitalize on the successes and failures of prior generations. Critical to becoming 21st century learners, Libertas College Prep students will develop intellectual independence through the ability to analyze classroom texts as well as by becoming informed consumers of our social media, news, and internet information.

In fourth through sixth grades, students will have four 50-minute classes of history-social sciences each week, increasing to five 50-minute classes in seventh and eighth grade. Social sciences will build skills across a variety of areas including literacy, map reading, comparison and contrast of documents, statistical analysis, and persuasive and expository writing. As students build their skills and capacity in these areas, they will apply their knowledge and newly formed capabilities to a variety of disciplines, thereby opening up their interests and opportunities in a number of fields and career options, resulting in lifelong, transformational change.

History-social sciences teachers at Libertas College Prep will collaborate closely with ELA teachers to reinforce literacy standards using content-specific materials and activities. Overarching outcomes of the history-social sciences curriculum are the following:

- Students will grapple with complex content, asking and answering evaluative and analytical questions related to history, government, and economics while making connections between thematic elements and historic eras in the history-social sciences curricula, ultimately leading to high levels of mastery.
- Students will write coherent, logical, organized essays based on their analysis of a variety of historical documents and supported by well-formed arguments and evidence. They will respond to both Document Based Questions (DBQs) and Thematic questions.
- Students will effectively utilize a variety of skills including statistical analysis, map reading, and historical document critique to move from lower level tasks such as identification and explanation to more rigorous assignments involving evaluation and creation.

Libertas College Prep students will be able to move beyond rote memorization and simple facts to complex and critical analysis through building of skills in literacy, public speaking, and writing and document analysis. Our students will learn that social sciences is about not just content knowledge, but development of crucial interdisciplinary skill sets.
Scope and Sequence of History-Social Sciences for Fourth through Eighth Grade

Fourth Grade History-Social Sciences - California: A Changing State. Students in fourth grade will be introduced to the physical, cultural, and historical complexity of our state. Students will primarily focus on the people and events that have shaped Californian history. Beginning with pre-Columbian California and a focus on the original inhabitants, the year will address the multiple waves of immigration and California’s rich diversity. The varied geography of the state will be analyzed with map skills and key geographical vocabulary. Students will learn early exploration and colonial history, the rise of missions and the Mexican War for Independence, the Gold Rush and California Statehood and the following rapid population growth that led to large scale agriculture and California’s current industries and metropolitan centers.

Keeping in line with the CCSS, literacy will be integrated into all content classes. History-social sciences teachers will teach social science content while explicitly teaching the Reading Standards for Informational Texts.

Fifth Grade History-Social Sciences - U.S. History and Geography: Making a New Nation. Fifth grade students will study American History up to 1850. Study will begin with Native American cultures and how residents came to be in North America. Students will learn about European exploration, Colonialism, the Enlightenment, the Revolutionary War, and Westward Expansion. The class will study the foundations of government, democracy, and the Constitution. Fifth grade students will also memorize the 50 U.S. states and their capitals.

In keeping with Common Core, students will work with nonfiction texts to strengthen their textual analysis skills, including quoting accurately from two or more texts, explaining the interaction between two or more concepts in a historical text, and integrating information from several texts to write about a subject knowledgeably.

Sixth Grade History-Social Sciences - World History and Geography: Ancient Civilizations. Sixth grade students will study Western and Non-Western ancient civilizations. The course will emphasize the everyday lives of people and their problems and accomplishments. Students will study archaeology, geography, social and political structures, economics, and the spread of ideas. They will examine Mesopotamia, Egypt, Kush, the Ancient Hebrews and Greeks, India, China, and Rome. Students also will analyze the interactions and influences of various cultures.

In keeping with Common Core, students will engage in increasingly complex analysis of nonfiction texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, comparing and contrasting two authors’ versions of an event, and determining an author’s purpose in a text.

Seventh Grade History-Social Sciences - World History and Geography: Medieval and Early Modern Times. Seventh grade students will learn about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course will begin with a study of the fall of the Roman Empire and continue with Islam in the Middle Ages. Students then will study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They will analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.
In keeping with Common Core, students will continue to analyze nonfiction texts through a variety of methods, including citing several pieces of textual evidence to support analysis of what the text says explicitly and implicitly, tracing and evaluating the argument and specific claims in a text, and analyzing author’s purpose, including how that author differentiates his viewpoint from that of others.

**Eighth Grade History-Social Sciences - U.S. History and Geography: Growth and Conflict.** Eighth grade students will study American history from the framing of the Constitution up to World War I. Students will study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students will trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They will study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students will make connections to contemporary social, political, and economic conditions.

In keeping with Common Core, students will continue to analyze nonfiction texts through a variety of methods, including citing the evidence that most strongly supports the analysis of what the text says explicitly and implicitly, tracing and evaluating the argument and specific claims in a text and assessing whether the argument is sound, and analyzing a case where two or more texts provide conflicting information on the same topic.

**Instructional Materials**

History-social sciences curriculum will follow the scope and sequence as outlined in the California History-Social Science Framework. Following the criteria outlined in this framework for choosing instructional materials, we have chosen to use the state adopted California Vistas textbook program. Teachers will use CCSS Reading Standards for Informational Texts in combination with the content framework. Students will master the key concepts and vocabulary, analyze primary sources, debate different points of view, and make cause-and-effect connections.

**Technology**

History-social sciences will also have the expectation of computer-based performance tasks. Beginning in fourth grade students will type published essays. In sixth through eighth grade, increased time will be allocated to internet research with a focus on evaluating credible information sources, accessing online journals, effective digital note-taking, and avoiding plagiarism through accurate paraphrasing, quoting, and citing sources.

Use of technology will prepare students for the Smarter Balanced Assessment Performance Tasks, and more importantly, model the habits, organizational styles, and effective note-taking and research skills needed to thrive in high school and college courses.

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Science

While our mathematics classes will reinforce problem-solving habits of mind that will serve them throughout high school, college, and into their careers, our science classes will teach the habits of observation and inquiry.

Libertas College Prep students will have four 50-minute periods each week in fourth through sixth grades and five 50-minute periods of science in seventh and eighth grade. These classes are strategically designed to give opportunities for students to make observations as a means of building accurate student understanding of key scientific ideas. We recognize that changing student conceptions is extremely difficult, and creating cognitive dissonance between what students observe and what they thought they knew is one of the best ways to help them develop key scientific ideas. Using the FOSS hands-on science modules, teachers will have creative opportunities for inquiry where appropriate—since inquiry is time-intensive, it will only be used to develop key scientific ideas, not secondary knowledge built upon key ideas. The inquiry-based learning will be paired with an intensive literacy component in line with the CCSS for nonfiction. Students will practice and acquire key academic vocabulary to access scientific literature and to provide precise observations of their inquiry lessons.

Writing and reflection will be key components of the science classrooms. Students will be prompted to reflect on, articulate, and explain key scientific ideas by asking cognitively complex questions, which may not have clear and immediate correct answers. Teachers will ask questions that challenge students to develop hypotheses, to weigh multiple options and draw a conclusion, to defend their rationale or solution method, and to pose their own questions. Teachers will be trained in how to scaffold learning by beginning with low-level questions and providing supportive graphic organizers or guided notes that will build to open-ended, high-level Blooms questioning.

Science teachers at Libertas College Prep will collaborate closely with ELA teachers to reinforce literacy standards using content-specific materials and activities. Overarching outcomes of the science curriculum are the following:

- **Mindsets.** Students will use time urgently to build an understanding of scientific knowledge and processes, because they believe that science matters and that they are capable of being successful in science with hard work and persistence. Students will recognize that science is everywhere, that it is an essential tool for understanding the world (including the food they eat, their health, sports, etc.), and that mastering science skills and understandings will open pathways to opportunities in a STEM career.

- **Connections.** Students will actively make connections between new content and their existing knowledge, concrete applications of the content, and other scientific topics as appropriate. Students will recognize patterns and relationships and use underlying concepts as organizing schema. Students will build on their existing scientific knowledge to explain observations or to evaluate competing claims, and to apply scientific knowledge to draw conclusions especially in novel situations or contextualized applications.

- **Discourse.** Students will talk and write about science in ways that demonstrate a deep understanding of underlying concepts. Students will shoulder the burden of thinking in a class period, engaging with the teacher and peers on questions and problems that are just out of reach, and determining the best approach for moving forward. As they take notes during traditional instruction and take part in exploration activities, students will explain a diverse range of observations, engage in discourse to evaluate and defend scientific claims,
independently pose questions and generate reasonable hypotheses using scientific knowledge, and use scientific language purposefully, accurately, and independently.

Scope and Sequence of Science for Fourth through Eighth Grade

Fourth Grade Science. Fourth Grade Science will be a survey of physical, life, and earth science. Students will study electricity, magnetism, food chains, ecosystems, rocks and minerals, and the forces that shape the earth’s surface. They will build simple electrical circuits and electromagnets, observe the ways in which electrically charged objects attract and repel other objects, and see that electrical energy may be converted into heat, light, and motion. Fourth graders will study food chains and webs, producers, consumers, and decomposers, and learn about other ecological relationships. They will also analyze rocks, minerals, and the process of erosion and weathering. Students will use the scientific method to formulate and justify predictions, make observations, conduct experiments, and collect and report data.

In keeping with Common Core, reading and writing will be an emphasis in science, as in all classes. Students will work with nonfiction texts to summarize and explain main ideas, compare and contrast primary and secondary sources, and integrate information from two texts to write about a subject.

Fifth Grade Science. Fifth Grade Science will be a survey of physical, life, and earth science. Students will study elements, matter, chemical reactions, plant and animal structures, water, and the solar system. Students will learn about chemical reactions and the special properties of metallic elements. They will distinguish between atoms, molecules, mixtures, and compounds, and study the organization of the periodic table. Fifth graders will continue their study of ecosystems as they learn about plant and animal adaptations and the basic principles of physiology. They will learn about the human digestive system and blood circulation, as well as respiration and the excretion of wastes in plants and animals. Students will study photosynthesis, the impact of the water cycle, and the solar system. The fifth grade use of the scientific method will include students developing their own test questions and beginning to plan their own investigations.

In keeping with Common Core, students will work with nonfiction texts to strengthen their textual analysis skills, including quoting accurately from two or more texts, explaining the interaction between two or more concepts in a text, and integrating information from several texts to write about a subject knowledgeably.

Sixth Grade Science. Students in sixth grade will focus on Earth Science. Sixth graders will study plate tectonics and their importance for major geologic events, including earthquakes, volcanoes, mid-ocean ridges, and the distribution of fossils, rock types, and climatic zones. They will learn the basic of topography, erosion, the effect of the oceans’ waves, and the impact of earthquakes, volcanic eruptions, landslides, and floods on the habitats of people and wildlife. Students will also study heat energy, fuel consumption, conduction, convection, and radiation. They will learn about the sun and solar energy and the differences in pressure, heat, air movement, and humidity. Students will learn about various energy sources and natural resources and how to classify them as renewable or nonrenewable. Sixth graders will also revisit the life science concepts of ecosystems, as they learn how to categorize organisms and their ecological roles. At this grade level, students will, with guidance from their teacher, perform science investigations with increased independence.

In keeping with Common Core, students will engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and
implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

**Seventh Grade Science.** Students in seventh grade will focus on Life Science. Students will know the role of cells in living organisms and be able to distinguish plant and animal cells. They will study the role of the nucleus, mitochondria, and chloroplasts, and study cell division. Students will study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They will learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders will learn about genetics, sexual and asexual reproduction, and the role of DNA. They will study evolution and Darwin’s theories. Students in seventh grade will also look to earth science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They will study properties of light, levers, and simple machines. Seventh graders will gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations.

In keeping with Common Core, students will engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

**Eighth Grade Science.** Students in eighth grade will focus on Physical Science. Students will study motion, velocity, and speed, and they will learn to solve problems and interpret graphs related to distance, time, and average speed. They will identify forces and their impact on objects, while taking into consideration an object’s mass. Students will learn the role of gravity and gravity’s role in the solar system. They will know the structure and composition of atoms, the ways compounds are formed, and the differences in states of matter. They will be able to use the periodic table to identify elements and classify them based on their atomic characteristics. Students will study simple compounds, chemical reactions, and the conservation of matter. They will study buoyancy, density, and displacement and will be able to predict whether objects will sink or float. Students will know the central role of carbon and other key elements in living organisms. Eighth graders will continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids.

In keeping with Common Core, students will engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

**Instructional Materials**

Science instruction will be based on the Next Generation Science Standards (NGSS). As the standards were only recently adopted on September 4th, 2013 we are waiting to see which textbooks will integrate the new standards comprehensively. We anticipate using the hands-on FOSS science curriculum with the Harcourt Science textbook to combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings.

**Technology**

Students in all science classes will learn to express themselves in academic language and presentation. Fourth grade students will type select scientific writing such as lab reports. By eighth grade, students will
use the internet to research and cite sources for research reports and basic Office or Google applications like PowerPoint to present information to the class.

Technology Plan

Access to technology is a critical part of preparing students to be 21st century learners. The transition to the CCSS in California also marks the transition to the Smarter Balanced Assessment and computer based testing. Our technology program will be led by our Director of Operations.

Students at Libertas College Prep will have daily access to computers and will have frequent access to direct typing instruction, practice turning in computer based assignments using Office or Google applications, and computer based testing through the NWEA MAP, Accelerated Reader and Scholastic Reading Inventory. For the Smarter Balanced Assessment to be a fair measure of student knowledge, students must feel confident with the testing format as well as the content of the test. By integrating more computer based assessments into instruction, we will normalize the format of the state test.

In Year 1 of operation each Advisory will be equipped with 12 Chromebooks maintained in laptop carts. These Chromebooks will be utilized for daily use in Focus and will be available for school use during testing periods and other whole class computer needs.

Technology use during Focus

During Focus each day, students will have access to small group instruction. Based on their reading and math data, students will be put into three groups that rotate through stations with either teacher or the classroom set of Chromebooks. During the first weeks of school, all students will receive an introduction to typing to ensure that fundamental typing form is developed before students transition to working on typing programs like Mavis Beach. Throughout the year students will aim for words per minute goals and will take benchmark typing tests to “test in” to the next highest “words per minute” club. Students who consistently test at 60 words per minute will transition from typing instruction to other computer based extension activities.

Technology based assignments

Content classes like English Language Arts and Science include research components and final projects that are submitted fully typed. Understanding that not all families have full computer or internet access at home, these projects will be conducted primarily during the school day. It will be up to the teachers’ discretion whether they opt to use their classroom set of Chromebooks to maintain a writing workshop and small groups or whether they will utilize other classroom carts for whole class composition.

Enrichment

In addition to our core academic classes, Libertas College Prep students will benefit from high-quality physical education program and health classes.

96 In Year 1 our technology ratio of computers to students is 1:3. This is sufficient to meet our programmatic needs and maintain a conservative budget. We will actively pursue technology grants and other sources of funding to improve this ratio, however, increased computer purchases are not necessary to ensure testing and program functions.
Health/Physical Education

Our physical education classes will be based on the Physical Education Model for Content Standards for California Public Schools. The five key physical education standards are:

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

We believe that physical education classes should develop students’ fitness skills and knowledge, while also providing a wonderful opportunity to build a positive school culture and reinforce the strong individual character we strive to develop in our students.

Key objectives of our physical education program include:

- encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- expose students to life activities that will help them to develop healthy lifestyles as an adult
- discuss health and physical issues pertinent to youth in a supportive forum

Figure 6 notes proposed units of study for physical education in grades four to eight. Each unit will include skills, drills, games, and assessments.

Figure 5. Proposed Physical Education Scope and Sequence

<table>
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<tr>
<th>UNITS</th>
<th>Grade Four (three days a week)</th>
<th>Grade Five (three days a week)</th>
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## Intervention Plans

In order to master the rigorous academic curriculum at Libertas College Prep, we have structured opportunities for individualized instruction to support students as they rise to a high bar of academic expectations. Critical to this approach is providing key interventions during the day for all students in which there are opportunities for small group instruction. Our class size of 36 students per class is based on the successful school model at Endeavor College Prep. Research on the effectiveness of class size reduction shows that reducing the size of a class by two to three students has minimal impact. The greatest impact occurs when the class size is around 16 students.\(^98\) This research informed our model of two co-teaching intervention periods, Leveled Reading and Focus, each day when students receive instruction in group sizes ranging from 12-16 students.

Depending on their previous educational experiences, we anticipate some students will not be able to decode sentences while others will be at or above grade level in reading. According to the Reading and Language Arts Framework for California Public Schools (K-12), effective language arts programs provide interventions in grades four through twelve for students who do not demonstrate mastery of the skills and knowledge required in kindergarten through third grade. Students should be systematically assessed and interventions should be provided for necessary prerequisite skills, including phonemic awareness, decoding and phonics, fluency, vocabulary and language development, and comprehension strategies.\(^99\) During the morning Leveled Reading class students will break into leveled reading groups.

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\(^{97}\) Group games include but are not limited to: Relays, Capture the Flag, Freeze Tag, Sharks and Minnows, and Soccer. The focus of the games are to provide varied forums to develop and practice CA Physical Education Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.


The lowest group will work with the most experienced ELA teacher using a program like Reading Mastery to develop phonemic awareness before moving on to fluency and comprehension. All students will be clustered into flexible groups and will work on reading skills with short texts at their reading level. While primarily geared toward accelerating student reading levels up to grade level, Leveled Reading will also provide the opportunity to push the students coming in with advanced reading levels to read selections from challenging classics.

Math Block will be offered one day per week for math fluency and automaticity drills and math extension challenge puzzles.

English Language Development will also be a critical component of Leveled Reading for our English Learners. Students at ELD Level 1 and Level 2 will receive ELD small group instruction during Leveled Reading for a total of 50 minutes each regular school day. Pending the needs of the students, additional time will be available during Focus. Teachers will use a program like Systematic ELD.

At the end of each day we will offer a Focus block to provide 50 minutes each day of targeted tutoring. Two teachers will work with students in three groups: ELA instruction, Math instruction, and Independent work. This period will allow teachers to be immediately responsive to students who are not demonstrating mastery on Exit Tickets or are consistently struggling with foundational skills. Students in the group in Independent work will be working on laptops at their seats. In preparation for the computerized performance tasks on the Smarter Balanced Assessment, fourth through sixth grade students will be developing early typing skills with a program like Mavis Beacon with a focus on accuracy and speed with distinct word per minute milestones to achieve (for more information on the use of technology, see the Technology Plan on page 44). Consistent with our emphasis on increased independence in the upper grades, the Focus period will offer small group tutoring initiated by student assessments of their own instructional needs.

**Extended Learning Time**

Critical to our vision is providing students more time to learn and advance in a safe and academically-oriented environment. Student needs will vary. While some may need more time developing their academic skills, others may need the opportunity to develop key interests and passions. Libertas College Prep students will attend school from 7:50 am until 4:15 pm. Since many of our students’ parents will work until early evening hours, we will offer an after school program as well as build partnerships with local after school programs to provide tutoring and enrichment services until 5:30 pm. Our extended day will consist of the following:

- **Afterschool Enrichment.** We will partner with local after school programs to provide a range of activities from performing arts, robotics, to mentoring and reading support.

We will be part of a larger community invested in the future of our students. We will partner and build relationships with existing community organizations who are currently working to address the community’s needs.

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101 All students will gain exposure to classic literature during whole-class novels. As students progress into higher level reading groups they will begin to read more of the classics. This approach will guide students in as early as fourth grade through books that will be required for the high school AP Literature exam.

Methodology: How Will We Teach?

A fully aligned instructional program starts with the desired results, determines the appropriate evidence that will demonstrate student success, and plans the learning experiences and instruction from the assessment. This method of lesson planning, often referred to as “backward planning,” holds all teachers accountable for mastering the standards.

Data from the assessments will be analyzed during school wide Data Days and will inform revisions to the long term plans over the course of the year to address student academic needs (for more information on Data Days and Assessment Days see Academic Calendar and Schedule on page 49).

Planning

All content area assessments will be created collaboratively by teachers and the Head of School during student-free staff days before the start of the year. We will internally create six-week interim assessments and end-of-trimester comprehensive exams in each of the core content areas. To create these assessments we will draw upon examples from assessments from our colleagues at high performing district and charter schools, SBAC sample questions, and textbook chapter and unit tests. From these assessments teachers will organize the standards into five or six units consistent with the school’s assessment schedule. During year one this will be overseen primarily by the Head of School and it will eventually become the domain of the Director of Curriculum and Instruction (DCI) (Y3) and the Department Chairs (Y3). During the 17 days of Summer PD and in common planning sessions, teachers will break down the units into standards, learning activities, vocabulary, themes, and touchstone texts or materials they will use in their instruction.

The individual lesson plans will flow from these units. Teachers will design lessons in grade level teams, ensuring that rigor is appropriate for each grade and leveraging their collective knowledge and creativity. Lessons will be submitted two weeks before lessons are to be taught so that instructional leaders will have sufficient time to provide actionable feedback on their lessons.

Lesson plans will be designed in the gradual release format of “I do/we do/you do.” The lesson will begin with the teacher explicitly modeling the essential understandings or skill (“I do”) and then providing opportunities to practice the concept together (“we do”) and the students then practicing the concept independently for mastery (“you do”). To build intellectual stamina, we will provide extended independent practice time during each class period. As students move into the upper grades (7-8), the gradual release format will extend over the course of a week instead of an individual class period. Students will be required to increase the amount of cognitive work and FIRST core values of Focus and Self-Determination.

Direct Instruction Research Base and Serving Our Target Population

Libertas College Prep has researched the best practices for our target population and will implement instructional methods from the top performing charter schools. There is significant research about the benefits of Direct Instruction for students entering school below grade level. Direct Instruction (DI) is an

103 Teachers will have 29 days for summer vacation. In year three we will reduce the number of summer professional development days for returning teachers, increasing the summer vacation days for returning teachers. Teaching during Summer school is an option offered to all teachers for a stipend of $1,500 for two weeks. It is not mandatory
explicit, scientifically-based model of effective instruction.\textsuperscript{104} The essential principles of DI are that every child can learn if we teach him or her carefully and teachers can be successful when given effective programs and instructional delivery techniques. Teachers own the responsibility for student learning and develop the mindset that if students did not master a standard, it is the role of the teacher to present the information more clearly. Critical to the success of DI is the “faultless” communication by the teacher. Students learn best from presentations designed for clarity and draw predicted conclusions from the lessons.

Research shows that this model has been especially effective in large urban school districts with a higher proportion of economically disadvantaged students. In a 2010 study, first grade students in schools with lower vocabulary and reading comprehension scores than the other control groups were chosen to be taught through DI. By the end of fifth grade, the students taught through DI had the highest vocabulary and reading comprehension scores, scores that exceeded the 5\textsuperscript{th} grade average.\textsuperscript{105} We have chosen to utilize DI so we can accelerate the pace of acquiring the necessary vocabulary, prior knowledge, and schema to facilitate effective student-guided discussion and inquiry based lessons which will increasingly become the method of lesson delivery into the upper grades. The goal of DI is to “do more in less time” by controlling the curriculum design and instructional delivery. Teachers will use explicit instruction and structured guided and independent practice activities to quickly bring students up to grade level. This form of instruction will help students access the “culture of power” by directly teaching them the content and skills they need in order to be successful.\textsuperscript{106} As researcher Richard Clark of the USC Rossier School of Education confirms in his study in 2006, “The advantage of guidance [direct instruction] begins to recede only when learners have sufficiently high prior knowledge to prove ‘internal’ guidance.”\textsuperscript{107} We see DI as a means of explicitly giving students the tools and the language to scaffold students toward structured seminars and problem-based math lesson. Strong evidence supports direct instructional guidance to eliminate confusion and misconceptions. A study conducted in 2004, tested whether science learners learned more via a discovery versus direct instruction route. According to researchers, Klahr and Nigam, direction instruction resulted in vastly more learning than discovery.\textsuperscript{108} Because explicit instruction has been proven effective in quickly developing students’ knowledge and skills, it will be the primary pedagogical approach at Libertas College Prep, particularly in the lower grades (4-6) as students develop the schema to be successful in varied forms of inquiry and problem based learning.\textsuperscript{109}

DI program design relates to: (a) careful content analysis that promotes generalization (teaching the “big ideas” of instruction); (b) clear communication (the “wording of instruction” as well as how instruction is sequenced and examples are introduced); (c) clear instructional formats (specifies what teachers are to do/say and what responses students should produce); (d) sequencing of skills (prerequisites are taught before a strategy is taught; easy skills are taught before more difficult skills; strategies/information likely to be confused are separated; instances consistent with a rule are taught before exceptions); and (e) track organization (activity sequences are targeted that teach skills over multiple lessons to ensure firm responding).\textsuperscript{110}

\textsuperscript{104}http://www.newhorizons.org/spneeds/inclusion/teaching/marchand%20martelle%20aussdemore.htm
\textsuperscript{107}http://www.cogtech.usc.edu/publications/kirschner_Sweller_Clark.pdf
\textsuperscript{108}Clark, R., Kirschner, P., and Sweller, J. “Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teacher” Educational Psychologist, 41(2), p. 79
\textsuperscript{110}Ibid.
Organization of instruction centers on: (a) instructional grouping (using flexible skill grouping as compared to “tracking”); (b) instructional time (increasing academic learning time—the time students are engaged with high success rates); and (c) continuous assessment (providing ongoing in-program assessments to inform instructional practice).\(^\text{111}\)

Teacher-student interactions include: (a) active student participation (increasing opportunities for students to respond and receive feedback); (b) unison responding (increasing students’ responding by having them chorally respond); (c) signals (providing a cue to evoke unison oral responses); (d) pacing (promoting active student engagement with brisk teacher pacing); (e) teaching to mastery (ensuring firm responding over time); (f) error corrections (minimizing student errors by carefully sequencing instruction; when errors do occur, using careful error correction procedures—model, lead, test, retest); and (g) motivation (enhancing motivation through high levels of student success).\(^\text{112}\)

DI has been proven highly effective in high poverty schools where students come in academically behind. A 2003 four-year study in six Baltimore City schools concludes that DI “is a viable whole-school reform option for raising student achievement in reading and mathematics.” Published by the Center for Research on the Education of Students Placed at Risk (CRESPAR), the study states that “there have been sufficient achievement gains to justify its continuation as a reform option. In schools where teachers have become heavily invested in the program and scores are rising, we believe it is particularly important to continue implementing the reform, as change would be potentially disruptive.”\(^\text{113}\) In addition, a 2002 study by Bonnie Grossen from the University of Oregon demonstrates the effectiveness of DI at Charles M. Goethe Middle School, a high-poverty, low-performing school in Sacramento City USD, California where students improved by two grade levels during the first year in both reading comprehension and mathematics. During year one, the number of ELs reading at approximately grade level (grade 7 and above) increased more than 3.5 times. In year two, students again achieved a two-year gain for one year of instruction at all instructional levels. Goethe Middle School achieved the highest gains among all low-achieving middle schools in California.\(^\text{114}\) In a comprehensive review of 29 different school reform models in 2003, researchers found that Direct Instruction was found to have the largest effect size.\(^\text{115}\)

Researchers recognize that “children who possess intellectual capital when they first arrive at school have the mental scaffolding and Velcro to catch hold of what is going on, and they can turn that new knowledge into still more mental Velcro to gain still more knowledge.”\(^\text{116}\) For students who do not enter with relevant experience or limited exposure to broad vocabulary structure to acquire higher level content, DI is an essential lever to build prior knowledge for students to allow higher level content knowledge to stick.

**Execution**

The teaching craft is a combination of purposeful planning and deliberate execution. To ensure we develop our teachers to be the high quality teachers our students need, we provide extensive professional development both in writing strong lessons and in delivering the lessons to maximize student engagement. At Libertas College Prep we believe one is not born a great teacher but that people become great teachers through careful practice of specific techniques and strategies. Informed by the work of Doug Lemov at Uncommon Schools, we will use the “taxonomy of teaching,” a variety of academic,

\(^\text{112}\) Ibid.
\(^\text{114}\) Ibid.
behavioral, and advanced instructional techniques that reinforce student expectations and build high levels of student engagement. While our oversight of the standards-based lesson and materials will ensure that we know the rigor of what is being taught, it is the execution of the lesson that will support and hold all students in the class accountable to learning the standards.

Our 17 days of Summer PD will train teachers in school culture, classroom management, and school wide instructional practices. We anticipate hiring teachers with a range of experience levels and we believe it is essential for all teachers to start the year with a common vision of school wide student behavior and classroom management techniques to allow the highest level of instruction to occur throughout the year. Summer PD will target the techniques Strong Voice (the tone and demeanor to command a classroom), Positive Framing (narrating positive behavior), Do It Again (re-doing a task until it meets expectations), and 100% (expecting 100% of students to do what you ask 100% of the time, 100% of the way).117 Workshops over the summer will simulate the classroom environment and allow teachers to practice these core management techniques with other teachers until the entire staff has a common vision of school behavior expectations and teaching techniques to achieve them.

Combined with the execution of the curriculum will be the implementation of Libertas College Prep’s FIRST values. Character values are most effective in the development of students’ interpersonal skills and ability to make values-based decisions when they are consistently messaged, uniformly defined, and rewarded with fidelity within the school community. In the first year of operation, the Head of School will conduct targeted observations of the beginning and end of each period to maintain the consistency of academic and character expectations across all the classes. A critical point of observation will be the closing of the period and appointing the correct FIRST points based on the one through five impression the class made that period. (For more detail, please see page 20.) During weekly PD periods held each Wednesday from 2:30 pm to 5:00 pm the Head of School will model how to clearly message the values and the school will watch short video of different teachers who exemplify the clarity of language and high character expectations. Following the video modeling, all staff will practice the system of recording explicit class behaviors and FIRST points earned.

Central to execution of teachers’ lessons are these common techniques and a staff wide commitment to instructional consistency. Students will be held to the same academic and behavioral expectations in each classroom. Teachers will use common language, common room configurations, common blackboard configurations118, and common instructional strategies to facilitate this unified approach.

**Academic Calendar and Schedules**

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

The Libertas College Prep school year is similar to a traditional single-track calendar. We will have 190 instructional days, divided into three trimesters. Teachers will have an additional 30 days devoted to professional development, in preparation for the school year and strategically placed throughout the year to analyze and action plan from interim and comprehensive assessment data.119 There will be no school Labor Day, Veteran’s Day, Martin Luther King, Jr. Day, President’s Day, César Chávez Day or Memorial Day and the school will have short breaks for Thanksgiving, winter holidays, and spring vacation. Our

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118 Each blackboard or whiteboard will have a normed organization structure regarding where the date, the day’s objective, the homework, and class announcements will be posted.

119 In year 3 of the school’s operation we will reduce the number of summer professional development days for all returning teachers to all for focused attention and culture setting for incoming staff.
school year will end with three half days after our final comprehensive exams. These shortened days will allow students to take make up exams and reflect on their academic progress that year. There will be ten days of summer school for any student who receives below a 70% in one or two core classes.
Figure 6 - Libertas College Prep 2015-2016 Academic Calendar

Libertas College Prep 2015-2016 Academic Calendar

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Legend:

- Professional Development
- Report Cards Sent Home
- 6 week Interim Assessments
- 1st Day and Last Day of School
- PD focused on Data Analysis
- Nationally Normed ELA/Math Assessments
- Reading Diagnostics for Incoming Students
- Vacation/Holidays
- Parent Meetings
- Summer School
- Comprehensive assessments
- New Trimester begins
- Haf days
- Holding for State Assessment
Sample Daily Schedules and Rationales

The daily schedule of Libertas College Prep is constructed to maximize academic instruction. With an extended year of 190 days and more than 74,225 minutes of instruction each year, we exceed the 54,000 minutes of annual instruction set forth in Education Code § 47612.5. The number of minutes included in our totals is based on instructional totals from 148 full instructional days, 39 shortened Wednesday schedules, and three half days. Students attend school from 7:50 am to 4:15 pm Monday through Friday, except for Wednesday when all students are dismissed at 2:00 pm. Please note there is no "passing time" included in the schedule because students stay stationary and teachers rotate each period. Teacher transitions and similar procedures are critical to providing a consistent and calm school culture. No teacher will leave a classroom unless there is a teacher present. Time will be spent during summer PD practicing and coordinating these logistics prior to the arrival of students to ensure that there is a plan in place regardless of the facility and its potential challenges.

Fourth, Fifth, and Sixth Grades (Lower School)

The fourth through sixth grade schedule has additional literacy and math periods to set a strong foundation created with the intention of being able to catch student up to grade level in reading, writing, and math and ensure the students are prepared for the rigor of college preparatory seventh and eighth grade classes. Students will have two Advisory teachers and remain in the same classroom for all of their core classes. Each week students will have the following number of fifty-minute classes for their core subjects: eight ELA classes, eight math classes, four science classes, and four history-social sciences classes. In addition to their reading class, students will participate in leveled small group guided reading classes four times per week.

Fourth through sixth grade students will participate in health/physical education or an enrichment class four days per week. Enrichment offerings will vary based on teachers’ interests but are intended to expose students to a wide array of arts, music, and fitness activities. Focus class will again divide students into smaller groups to best meet students’ needs. Community Circle on Wednesdays will allow students to gather as grade-level or whole-school teams. Community Circle will be a time to build community and reinforce school culture as we celebrate students exemplifying the FIRST core values and achieving academic success.

Students start and end the day in advisories that have both a functional and relational purpose. During AM Advisory, students arrive, eat breakfast in the classroom, turn in HW, and get ready for the day. It is also an opportunity for the advisory teacher to “get a pulse” on the class and identify any student who may need extra support or attention that day or for the advisory teacher to set academic and character goals for the class that day. PM Advisory is time to make sure HW is written down, book bags are packed up, and students have all the materials to take home. It is also a time for teachers to review the class’ FIRST scores for the day and reflect on their strengths and whether they met their goals.
Table 6. Sample Fourth through Sixth Grade Schedules

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday Afternoon PD</th>
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</thead>
<tbody>
<tr>
<td>7:50-8:00</td>
<td>AM Advisory</td>
<td>7:50-8:00 AM Advisory</td>
</tr>
<tr>
<td>8:00-8:50</td>
<td>Literacy Block</td>
<td>8:00-8:50 Math Block</td>
</tr>
<tr>
<td>8:50-9:40</td>
<td>ELA – Reading</td>
<td>8:50-9:40 ELA – Reading</td>
</tr>
<tr>
<td>9:55-10:45</td>
<td>Science/History- Social Sciences (alternating)</td>
<td>9:55-10:45 Science/History-Social Sciences</td>
</tr>
<tr>
<td>10:45-11:35</td>
<td>Math – Problem Solving</td>
<td>10:45-11:35 Math – Procedures</td>
</tr>
<tr>
<td>11:35-12:05</td>
<td>Lunch</td>
<td>11:35-12:05 Lunch</td>
</tr>
<tr>
<td>12:05-12:30</td>
<td>Independent Reading</td>
<td>12:05-12:30 Independent Reading</td>
</tr>
<tr>
<td>12:30-1:20</td>
<td>ELA – Writing</td>
<td>12:30-1:00 Community Circle</td>
</tr>
<tr>
<td>1:20-1:35</td>
<td>Break</td>
<td>1:00-1:50 Enrichment</td>
</tr>
<tr>
<td>1:35-2:25</td>
<td>Health/PE or Science/History-Social Sciences (alternating)</td>
<td>1:50-2:00 PM Advisory</td>
</tr>
<tr>
<td>2:25-3:15</td>
<td>Math – Procedures</td>
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<tr>
<td>3:15-4:05</td>
<td>Focus - Targeted Tutoring</td>
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<tr>
<td>4:05-4:15</td>
<td>PM Advisory</td>
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Table 7. Sample Minimum Day (4-6 Grades)

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<tr>
<th>Time</th>
<th>Minimum Day</th>
<th>Total Weekly Minutes Fourth through Sixth Grades</th>
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<td>7:50-8:00</td>
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<td>Literacy 725</td>
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<td>8:00-8:45</td>
<td>Math Block</td>
<td>Math 450</td>
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<tr>
<td>8:45-9:35</td>
<td>ELA</td>
<td>Science 200</td>
</tr>
<tr>
<td>9:35-9:45</td>
<td>Break</td>
<td>History-Social Sciences 200</td>
</tr>
<tr>
<td>9:45-10:35</td>
<td>Science or History-Social Studies</td>
<td>Physical Education 150</td>
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<tr>
<td>10:35-11:25</td>
<td>Math</td>
<td>Targeted Tutoring 200</td>
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<td>11:25-11:55</td>
<td>Lunch</td>
<td>Enrichment 85</td>
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<td>11:55-12:00</td>
<td>Dismissal</td>
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Seventh and Eighth Grades

The seventh and eighth grades more closely resemble the schedules found in college preparatory high school programs. Students will have a single reading, writing, math, social studies, science, health/physical education, and an enrichment classes each day. Enrichment classes may include art, music, drama, computer programming, and/or community service and will be offered as non-core classes. Each Wednesday, students will take High School Prep, a class taught by their advisory teachers that covers the high school admissions process, how to research and choose the best school, how to sign up for A-G required classes and how to be resourceful and advocate for oneself in a new environment. The curriculum will be developed by the Grade Level Leaders over the summer for which they will be.

---

120 For three days per week students will have both science and history-social sciences and for two days per week students will have one period of either science or social sciences. This results in a total of 200 minutes in science and 200 minutes in history-social sciences each week.
compensated with a summer curriculum stipend. They will develop the curriculum using life skills lessons from Stephen Covey’s *7 Habits of Highly Effective Teens* as well as best practices from Valor Academy’s Life Work class and KIPP Through College’s High School Placement.

7th and 8th grade will have different portfolio projects due at the end of the year:

- **7th grade** – A portfolio of their 10 preferred high school choices including their zoned high school and other schools that offer programs they are interested in
  - Detailed analysis of each choice school including the number of AP classes offered, extracurricular activities, and overall school climate
- **8th grade** – Completed paperwork for their choice of high schools (magnet eCHOICE application, open enrollment forms, charter lottery forms, or private school application)
  - A portfolio of preferred college choices (including detailed summaries of the average incoming freshman SAT scores, GPAs, and AP classes)
  - Enrollment in one of the free nonprofit organizations from the Southern California College Access Network
  - Completion of a sample college application.

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<th>Table 9. Sample Schedule Seventh and Eighth Grade Schedules</th>
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<tbody>
<tr>
<td><strong>Monday, Tuesday, Thursday, Friday</strong></td>
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<tr>
<td>7:50-7:57 AM Advisory</td>
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<tr>
<td>8:00-8:50 ELA – Reading</td>
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<td>8:52-9:42 ELA – Writing</td>
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<tr>
<td>9:42-9:52 Break</td>
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<tr>
<td>9:54-10:44 Science</td>
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<td>10:46-11:36 Math</td>
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<td>11:38-12:05 Lunch</td>
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<td>12:07-12:30 Independent Reading</td>
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<td>12:32-1:22 Enrichment</td>
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<td>1:22-1:32 Break</td>
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<td>1:34-2:24 Health/PE</td>
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<td>2:26-3:16 History-Social Science</td>
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<tr>
<td>3:18-4:08 Focus - Targeted Tutoring</td>
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<td>4:08-4:15 PM Advisory</td>
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<thead>
<tr>
<th>Wednesday Afternoon PD</th>
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<td>7:50-7:57 AM Advisory</td>
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<tr>
<td>8:00-8:50 ELA</td>
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<td>8:52-9:42 History-Social Studies</td>
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<td>9:42-9:52 Break</td>
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<tr>
<td>9:54-10:44 Science</td>
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<td>10:46-11:36 Math</td>
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<td>11:38-12:05 Lunch</td>
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<tr>
<td>12:07-12:30 Independent Reading</td>
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<tr>
<td>12:32-1:00 Community Circle</td>
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<td>1:02-1:52 High School Prep</td>
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<tr>
<td>1:52-2:00 PM Advisory</td>
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<table>
<thead>
<tr>
<th>Table 10. Sample Minimum Day Schedule (7-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Day</strong></td>
</tr>
<tr>
<td>7:50-7:57 AM Advisory</td>
</tr>
<tr>
<td>8:00-8:45 Math</td>
</tr>
<tr>
<td>8:47-9:37 ELA</td>
</tr>
<tr>
<td>9:37-9:45 Break</td>
</tr>
<tr>
<td>9:47-10:37 Science</td>
</tr>
<tr>
<td>10:39-11:29 History-Social Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 11. Time Allocation per Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading and Writing classes are taught by the same teacher.</strong></td>
</tr>
</tbody>
</table>
Teachers
Teachers will be responsible for teaching at least two core content classes each day and a leveled guided reading class or a Focus class. Teachers will share the responsibilities of a morning breakfast/Advisory and PM Advisory. During the school day, teachers will have on average 120 minutes of uninterrupted work time to plan lessons, collaborate with other teachers, and grade assignments. This does not include the additional 30 minutes of time set aside for lunch consistent with the recommendations of the Federal Occupational Safety and Health Administration (OSHA) as well as the regular breaks at least every two and a half hours for teachers to attend to their personal needs and use the restroom. As shown below, teacher assignments are structured to ensure that teachers have a feasible number of lessons to prepare for each week and that the scope of work can be completed during school hours. This will allow teachers to maintain a healthy work and life balance and engage in outside commitments such as coaching, family responsibilities, and pursuing higher education credits.

Instructional Responsibilities:
- Teachers teach 25 instructional periods per week
- In grades 4-6 each teacher has two content area preps (ex. Reading and Writing or Science and Social Studies) and two small group preps (Leveled Reading during the Literacy Block and Focus) and one Enrichment class
- In grades 7-8 each teacher has two content area preps (ex. 7th grade Reading and Writing or 7th grade Science and 8th grade Science) and one small group prep (Focus)
- All teachers have 30 minutes for lunch when they have no work related responsibilities
- Teachers have on average 120 minutes a day to grade, plan, and prepare materials. Extensive efforts will be made to block prep periods together to allow continuous planning time.
- Teachers have at least 50 minutes for content team common planning per week

Non-instructional Responsibilities:
- Non-instructional responsibilities like monitoring arrival, dismissal, breaks, and lunch will be shared between all teachers (including the RSP teacher and part-time Physical Education teacher) and the Operations Team (Director of Operations and Office Manager)
- Content teachers will share responsibilities for monitoring Independent Reading

<table>
<thead>
<tr>
<th>Grades 7-8</th>
<th>Total Weekly Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>525</td>
</tr>
<tr>
<td>Math</td>
<td>300</td>
</tr>
<tr>
<td>Science</td>
<td>250</td>
</tr>
<tr>
<td>History-Social Sciences</td>
<td>250</td>
</tr>
<tr>
<td>Physical Education</td>
<td>200</td>
</tr>
<tr>
<td>Targeted Tutoring</td>
<td>200</td>
</tr>
<tr>
<td>Enrichment</td>
<td>150</td>
</tr>
<tr>
<td>High School Prep</td>
<td>50</td>
</tr>
</tbody>
</table>

122 Teaching assignments will be adjusted as necessary, based on each teacher’s credentials, in order to ensure that students are taught by a Highly Qualified Teacher in each core class.
123 http://employeeissues.com/breaks_meals.htm
124 Literacy Blocks, Math Block, and Focus periods are all considered instructional periods.
125 Students in grades 4-6 are in self-contained classes. Teachers teach in a core setting in which they teach two or more subjects to the same group of children. The content of the two classes must be different. http://www.ctc.ca.gov/credentials/manuals-handbooks/Administrator-Assignment-Manual.pdf, p. B-3.
126 The average of 120 minutes of teacher preparation time does not include a teacher’s 30 minutes of protected lunch in which they will not have any work responsibilities.
## 12. Sample Teacher Schedule (Grade 5 Science and Social Studies)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:35</td>
<td>Doors open @ 7:35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Turn in homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>Literacy Block (T6)</td>
<td>Literacy Block (T6)</td>
<td>Math Block (T6)</td>
<td>Literacy Block (T6)</td>
<td>Literacy Block (T6)</td>
</tr>
<tr>
<td>8:50</td>
<td>Common Planning/Personal Prep</td>
<td>Common Planning/Personal Prep</td>
<td>Common Planning/Personal Prep</td>
<td>Common Planning/Personal Prep</td>
<td>Common Planning/Personal Prep</td>
</tr>
<tr>
<td>9:40</td>
<td>Monitor Break</td>
<td>Monitor Break</td>
<td>Monitor Break</td>
<td>Monitor Break</td>
<td>Monitor Break</td>
</tr>
<tr>
<td>11:35</td>
<td>Personal Lunch</td>
<td>Personal Lunch</td>
<td>Personal Lunch</td>
<td>Personal Lunch</td>
<td>Personal Lunch</td>
</tr>
<tr>
<td>12:05</td>
<td>Monitor IR</td>
<td>Personal Prep</td>
<td>Prep</td>
<td>Monitor IR</td>
<td>Monitor IR</td>
</tr>
<tr>
<td>12:30</td>
<td>Science/ Social Studies 5 (T6)</td>
<td>Personal Prep</td>
<td>Community Circle</td>
<td>Science/ Social Studies 5 (T6)</td>
<td>Science/ Social Studies 5 (T6)</td>
</tr>
<tr>
<td>1:20</td>
<td>Monitor Break</td>
<td>Personal Break</td>
<td>Enrichment</td>
<td>Monitor Break</td>
<td>Monitor Break</td>
</tr>
<tr>
<td>1:35</td>
<td>Common Planning/Personal Prep</td>
<td>Personal Prep</td>
<td>PM Advisory</td>
<td>Personal Prep</td>
<td>Personal Prep</td>
</tr>
<tr>
<td>2:25</td>
<td>Science/ Social Studies 5 (T6)</td>
<td>Science/ Social Studies 5 (T6)</td>
<td>Personal Prep</td>
<td>Personal Prep</td>
<td>Science/ Social Studies 5 (T6)</td>
</tr>
<tr>
<td>3:15</td>
<td>Focus</td>
<td>Focus</td>
<td>Focus</td>
<td>Focus</td>
<td>Focus</td>
</tr>
<tr>
<td>4:05</td>
<td>PM Advisory</td>
<td>PM Advisory</td>
<td>PM Advisory</td>
<td>PM Advisory</td>
<td>PM Advisory</td>
</tr>
</tbody>
</table>
The model schedule shows the weekly schedule of fifth grade Teacher (T6), a multi-subject credentialed teacher who teaches Science and Social Studies as well as small groups during Leveled Reading and Focus. The schedule highlights a balance of non-instructional responsibilities like monitoring break along with regularly scheduled preps and common planning periods to ensure that the teacher is able to grow instructionally and plan successfully.

Figure 7. Sample Teacher Schedule (Grade 7 and 8 Science)
The model schedule shows the weekly schedule of 7th and 8th grade Teacher (T5), a single-subject credentialed teacher who teaches Science as well as small groups during Focus. The schedule highlights a balance of preparing two different Science lessons per day as well as planning small group support. By limiting the number of lessons a teacher needs to plan and securing an average of 120 minutes for planning each day, we reduce the amount of work teachers take home.

**Table 13. Total Instructional Minutes and Days for Libertas College Prep**
The number of minutes included in our totals is based on instructional totals from 148 full instructional days, 39 shortened Wednesday schedules, and three half days.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req'd Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req't</th>
</tr>
</thead>
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<td>TK/K</td>
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<tr>
<td>2</td>
<td>Select Y/N</td>
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</tr>
<tr>
<td>3</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Yes</td>
<td>148</td>
<td>425</td>
<td>39</td>
<td>275</td>
<td>3</td>
<td>195</td>
<td>0</td>
<td>0</td>
<td>190</td>
<td>54000</td>
<td>74210</td>
</tr>
<tr>
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<td>425</td>
<td>39</td>
<td>275</td>
<td>3</td>
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<td>0</td>
<td>0</td>
<td>190</td>
<td>54000</td>
<td>74210</td>
</tr>
<tr>
<td>6</td>
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<td>148</td>
<td>425</td>
<td>39</td>
<td>275</td>
<td>3</td>
<td>195</td>
<td>0</td>
<td>0</td>
<td>190</td>
<td>54000</td>
<td>74210</td>
</tr>
<tr>
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<td>425</td>
<td>39</td>
<td>275</td>
<td>3</td>
<td>195</td>
<td>0</td>
<td>0</td>
<td>190</td>
<td>54000</td>
<td>74210</td>
</tr>
<tr>
<td>8</td>
<td>Yes</td>
<td>148</td>
<td>425</td>
<td>39</td>
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<td>3</td>
<td>195</td>
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<td>0</td>
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<td>54000</td>
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<tr>
<td>9</td>
<td>Select Y/N</td>
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<tr>
<td>10</td>
<td>Select Y/N</td>
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<td></td>
</tr>
<tr>
<td>11</td>
<td>Select Y/N</td>
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</tr>
<tr>
<td>12</td>
<td>Select Y/N</td>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Professional Development**

Excellent teachers are paramount to Libertas College Prep’s success, and we prioritize the recruitment, selection, training, development, and support of our teachers, creating a group of professionals who celebrate successes, recognize and target areas for growth, and constantly seek to improve on their own practices. Lead Founder and proposed Head of School Anna Carlstone is a proven urban educator, with a deep and wide network of teachers from whom she will strategically draw in support of the Libertas College Prep mission and vision.

Libertas College Prep is committed to finding and developing excellent teachers. Teacher recruitment will begin upon authorization, with job listings posted on a number of sites and through a variety of alumni networks, including Teach For America, Ed-Join, and the California Charter School Association. We will also post and attend hiring fairs at local universities, including the University of California Los Angeles, the University of Southern California, Pepperdine University, Occidental College, Loyola Marymount, California State University Northridge, and California State University Los Angeles.

The teacher application and selection process will be rigorous, as we are committed to developing a deep understanding of each candidate’s beliefs, competencies, proven past successes, and ability to work with the Libertas College Prep team to drive dramatic student achievement. The teacher application process, particularly at the hiring stage, is also fully aligned with all regulatory requirements for teaching in a Los Angeles public school. The application process includes the following steps:

- Resume and cover letter screening
- First round phone interview with the Head of School
- Second round in-person interview with the Head of School and Building Excellent Schools’ staff\textsuperscript{127}
- Tour and observation of Libertas College Prep (not applicable in the first year) or a partner school
- Sample lesson (to be delivered at Libertas College Prep, the candidate’s school, or a partner school)
- Group interview with the instructional team
- Reference checks, securing of transcripts, and completion of background checks\textsuperscript{128}
- Offer letter

Libertas College Prep plans to devote a significant amount of time to staff professional development. Teachers engage in three weeks (17 days) of Summer PD immediately preceding the start of the school year.\textsuperscript{129} In year one of operation, those dates will be July 10 to August 3, with full day training from 8:00 am to 5:00 pm each day; allowing for breaks and lunch, eight hours of training per day over seventeen days yields 120 hours of professional development. The fiscal calendar begins July 1 and ends June 30, and all teachers are paid on a 12 month salary schedule ensuring that each person receives compensation for each day throughout PD and throughout the year. Summer PD will be highly structured, and will be devoted to curriculum development, culture building, and staff norming around expectations, behavior, and student work. We also use this time to practice Libertas College Prep’s systems and procedures, and to give teachers the opportunity to prepare their classrooms for the beginning of the school year.

Teachers will continue to engage in professional development over the course of the year; staff and leadership will meet every Wednesday, from 2:30 to 5:00 pm, for 150 minutes each week of dedicated professional development time. These sessions will provide the opportunity to analyze data, modify instruction, examine student work, plan targeted interventions, and model instructional best practices. For sample teacher schedule, including weekly professional development, please see page 53 of this Element. We will offer thirteen professional development days, inclusive of our four Data Days, over the course of the year for a total of 104 additional hours of annual training that is spent observing at other schools, analyzing interim assessment data, and engaging in ongoing learning. School observations will be a vital part of our staff’s professional development. We will analyze trends in our own school’s data through interim assessments and through classroom observation data to highlight key areas of growth for our staff. As different schools have different strengths, we will schedule observations with schools that are known for best practices in areas Libertas College Prep is developing. Our school year has numerous Professional Development days built into the calendar to allow for these observations.\textsuperscript{130}

Professional development topics will include, but are not limited to:

- School culture
- Teacher taxonomy techniques – starting with Strong Voice, Positive Framing, Do It Again, and 100%
- Character development – norming language around FIRST core values
- Classroom management
- State content standards and assessments
- Long-term lesson planning

\textsuperscript{127} Building Excellent Schools’ Connect to Excellence provides critical support during the hiring process.

\textsuperscript{128} In full accordance with California Ed. Code 44237 and 45125.1, background checks, fingerprinting, and medical clearances will all be obtained prior to the start of the school year.

\textsuperscript{129} In year 3 of the school’s operation we will reduce the number of summer professional development days for all returning teachers.

\textsuperscript{130} As there are a wealth of strong schools here in Los Angeles, our school observations would occur locally. This will limit the cost of the visits. All costs are set aside in the budget on tab Schedule D expense, line 96 Travel and Expenses.
- Daily lesson design
- Effective implementation of Direct Instruction
- Informal and formal assessment
- Data analysis
- Teaching ELA standards in a literature-based program
- Teaching ELA standards through non-fiction and informational texts
- Integrating reading and writing standards across the curriculum
- Leading leveled reading groups
- Effective feedback for students
- Teacher collaboration
- Differentiated instruction
- Student engagement techniques
- Communicating with and engaging parents and guardians
- English Learner strategies and compliance
- Special Education strategies and compliance
- Effective strategies for vocabulary development
- Protocols for examining student work, observing peers, solving problems, etc.
- Integrating literacy in the content areas
- Integrating technology
- Health and safety

Finally, the Head of School and DCI (starting in Y3) will conduct regular classroom observations and give actionable feedback to teachers that can be implemented immediately. Research by Kim Marshall indicates that the Head of School is “the person with the best access to classrooms and the greatest opportunity to orchestrate improvements in teaching,” by facilitating classroom observations that are:

- Unannounced, allowing observers to see a true (and not “glamorized”) snapshot of classroom instruction;
- Short, systematic, and frequent, to allow for multiple visits to observe every component of instruction;
- Followed each time with a short, face-to-face conversation to focus on immediate next steps; and
- Summed up in end-of-year evaluations that are tied to a detailed evaluative rubric.

This “in the moment” coaching will allow teachers to make meaningful adjustments; school leaders will follow up with additional observations, longer coaching conversations, and student data analysis.

Feedback

We believe that teachers are more satisfied and effective when they are given the opportunity to learn and grow through feedback. The teacher evaluation process is designed to cultivate a professional learning environment and provide actionable feedback on a regular basis by using a three-pronged approach that

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132 The proposed Head of School will utilize the planning year prior to the school opening in August 2015 to continue administrative professional development and teacher coaching. She will receive training through Connect to Excellence, a program offered by Building Excellent Schools. Through this program, the proposed Head of School will work closely with a former charter school principal on classroom evaluations, coaching sessions, and creation of Professional Development sessions. In subsequent years, the Director of Curriculum and Instruction (DCI) will receive extensive training internally.
133 Ibid.
includes observations, student data, and survey information. Research indicates that teacher evaluations are much more reliable and predictive of future success if they are based on multiple measures. Formal evaluation meetings will be held twice annually and as outlined in Table 8 will include the following data:

### Table 14. Evaluation Data

<table>
<thead>
<tr>
<th>Teacher Observations</th>
<th>Student Assessment Data</th>
<th>Survey Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Weekly/bi-weekly classroom</td>
<td>- MAP</td>
<td>- Administrator surveys</td>
</tr>
<tr>
<td>walkthroughs with feedback</td>
<td>- Scholastic Reading Inventory</td>
<td>- Peer surveys</td>
</tr>
<tr>
<td>- Formal semi-annual observations</td>
<td>- Interim and Comprehensive assessments</td>
<td></td>
</tr>
</tbody>
</table>

Because of the emphasis on regular classroom visits and feedback, the formal evaluations will not result in any surprises. Research indicates that when school leaders frequently observe and provide feedback to teachers, teachers feel their evaluations fairly reflect the quality of their practice.

Because we know that teachers thrive in an environment where they are constantly growing, we will provide frequent feedback beyond the formal evaluation process. Our feedback will take place in three distinct forms:

1) **Planning.** The Head of School, Director of Curriculum and Instruction (Y3), and Department Chairs will review all lesson plans before they are presented in the classroom. Teachers will submit lesson plans two weeks before execution. Leadership will review materials, make comments on lessons, and indicate which lessons need to be rewritten or revised. This is a critical practice to ensure consistency and quality of teacher created curriculum. All teachers new to Libertas College Prep, regardless of prior teaching experience, will have every lesson reviewed for the first six weeks of the year. Following the first six weeks, more experienced teachers will transition to a once a week lesson plan review and teachers who continue to need support will receive scaffolded support until they are ready to transition to a weekly lesson plan submission.

2) **Execution.** Teachers will be frequently filmed teaching. During Summer PD, teachers will learn how to analyze discrete pieces of their craft as they employ different teaching techniques like providing clear instructions, positively framing correct behavior, and using strong voice. Film will also be used regularly in one-on-one meetings with teachers and the Head of School to determine specific growth areas and to make direct feedback more concrete.

3) **Data.** During feedback sessions with teachers and the Head of School or other instructional leaders, classroom data will be a key focus. Data pulled from Exit Tickets, Show What You Know Quizzes, and Accelerated Reader quizzes will be used to determine whole class trends as well as individual student needs. Leadership will work with teachers to come up with new ways to teach objectives with which students are struggling.

In addition, teachers will be encouraged to observe one another, think deeply about their practice, and increase consistency across the school. Throughout the year, PD will provide guidance for teachers about how to conduct effective peer observations and provide feedback. Such teacher-to-teacher support can powerfully drive improvement for both the teacher being observed and the observer and further instill an ethos of learning and growth across the school.

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134 Kane, T. J. “Capturing the Dimensions of Effective Teaching.” *Education Next.* 2012.
Meeting the Needs of All Students

Instructional urgency is seen in the way all students are held to high academic standards and in the way teachers and leaders make no excuses about providing the type of support needed for Exposition Park and University Park’s diverse populations to succeed in middle school and be prepared for the challenges and opportunity of a rigorous college preparatory high school.

Libertas College Prep is committed to meeting all students’ needs and we will actively recruit students with disabilities and limited English proficiency. In our small school environment, student supports are designed to meet individual student’s needs and specifically address the needs of English Learners (ELs), socioeconomically disadvantaged students, high achieving students, students achieving below grade level, and special education students. Our student supports are designed to intervene early for struggling students and accelerate learning for all students. All subgroups will be monitored regularly by the Head of School and the Academic Achievement Committee of the Board of Directors using the Academic Dashboard which compiles the subgroup data from the state assessment, MAP, and interim assessments.

The teaching methodologies have been drawn from the best practices of high performing charter schools and have been shown to be successful with our target student population. As a charter school, utilizing a small school design, we will have the ability to use innovative ways to meet our students’ specific academic needs especially those often classified as “at-risk”:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Extended time for math (problem solving and procedures) instruction in fourth through sixth grades
- Systematic reading strategies and textual analysis instruction
- Extensive independent reading at each student’s level
- Word Walls to reinforce and extend academic vocabulary
- Phonics, decoding, and fluency groups during Focus
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Use of scaffolded notes in fourth through sixth grades to teach organizational strategies
- Reinforcement of reading and writing across the content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication and engagement with parents in supporting expectations

Additional strategies will target students who may have additional needs: students performing far above or below grade level, students with low socioeconomic status, ELs, and students with special needs. These additional supports will be incorporated within the school day.

Tutoring will be a key component of Libertas College Prep, and will take place during our extended day program. During Focus class, students will be able to access additional tutoring with teachers. Students who appear to be struggling will be in an ELA or math tutoring group until the next interim assessment.
Depending on that student’s level of mastery on the interim assessment, the student may be moved out of the tutoring group or the student may continue in the group until the data shows that he or she does not struggle with those standards.

**Student Success Team**

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

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

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

The Libertas College Prep SST meetings will include the following steps:

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

The plans created by an SST will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

**English Learners**

Libertas College Prep is required to 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), Libertas College Prep 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 instructional 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

Libertas College Prep shall provide to the CSD an annual report of its EL program assessment. Upon request, Libertas College Prep shall provide a copy of its current EL Master Plan to the CSD.

Libertas College Prep shall administer the CELDT annually in accordance with federal and state requirements.

Libertas College Prep will comply with federal, state, and district mandates regarding EL education and re-designation of ELs. We will meet all requirements of federal and state law relative to equal access to the curriculum for ELs.

All incoming students to Libertas College Prep will receive a home language survey in their enrollment packet. Students with a home language other than English will take the California English Language Development Test (CELDT) within 30 days of starting school and annually each year afterward until they are re-designated. The school will notify parents of the school’s responsibility to conduct the CELDT and will inform parents within 30 days of the results of the CELDT. In line with our belief that parents are partners in their child’s education process, parents and guardians will be informed of their rights and will be encouraged to participate in the reclassification process. If we have over 21 students who qualify as ELs, we will have an English Language Advisory Council (ELAC) and parents of ELs will be encouraged to join.

Based on our proposed location in University Park and Exposition Park, Libertas College Prep anticipates serving a large percentage (25-45%) of ELs. Table 15 outlines the number and percentage of ELs at the district middle schools in our proposed neighborhoods.136

Table 15. English Learners at District Middle Schools

<table>
<thead>
<tr>
<th>School</th>
<th>EL Students</th>
<th>Total Enrollment</th>
<th>Percent of EL Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams Middle</td>
<td>232</td>
<td>1083</td>
<td>21.5%</td>
</tr>
<tr>
<td>William Jefferson Clinton Middle School</td>
<td>306</td>
<td>979</td>
<td>31.3%</td>
</tr>
<tr>
<td>Foshay Learning Center</td>
<td>344</td>
<td>2038</td>
<td>16.9%</td>
</tr>
<tr>
<td>Barack Obama Global Preparation Academy</td>
<td>284</td>
<td>1154</td>
<td>24.6%</td>
</tr>
</tbody>
</table>


Given the percentages of English Learners at the surrounding middle schools, we anticipate that our incoming students will require significant language and literacy support. To do so, we incorporate speaking and listening standards in an integrated way across all content areas. Additionally, our core instructional program is designed to meet the needs of ELs, and all students, particularly ELs, will benefit from our intense focus on literacy. We will implement an English Learner (EL) Master Plan which will document identification, services, program, and evaluation. On an annual basis we will notify the District regarding the EL Master Plan. Libertas College Prep commits to providing these students with an exceptional education, transitioning them into English Proficiency by providing effective supports and teaching methodologies. All teachers in all classrooms are expected to use SDAIE strategies and consistently incorporate structured partner conversations to build academic vocabulary orally. Students who are beginning or early intermediate according to the English Language Development Standard Levels will receive English Language Development instruction using a program like Systematic ELD during Leveled Reading for 50 minutes each regular school day. Each year as required, all students who are identified as ELs via the Home Language survey will take the California English Language Development Test (CELDT). Libertas College Prep recognizes the importance of valuing students’ native languages and culture; we will foster appreciation for the cultures, customs, and languages of all of our students and families through inclusion of culturally relevant themes and content in the core curriculum.

Our research of schools that are successfully serving significant numbers of EL students led us to select a structured English immersion program as the most effective model for moving all students toward English proficiency. In particular, among LAUSD schools serving significant proportions of EL students, our research revealed KIPP Raices as a model from which to learn. In 2011-12, with 66.5% of its elementary student body classified as ELs, KIPP Raices had 89% and 99% of its students achieving proficiency or above on the California STAR tests in reading and math, respectively.137 Learning from this track record of success, Libertas College Prep will implement a comprehensive structured immersion program for EL students in every mainstream classroom, the same approach successfully implemented at KIPP Raices and other high-performing elementary schools serving high numbers of EL students.138 It is the goal of Libertas College Prep that all of our students will leave the school at the conclusion of eighth grade highly proficient in the English language, properly re-designated.

Teachers at Libertas College Prep will use the California Department of Education’s English Language Development standards to inform curriculum and lesson planning and to assess the progress of our EL students on an ongoing basis. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will take place in English; on occasion, targeted primary language support may be provided to students. All teachers will present instruction using SDAIE strategies to ensure that all students can access the core curriculum. Students who classify as ELD Levels 1 and 2 will receive ELD instruction for at least 50 minutes each regular school day during Leveled Reading. Students who classify as ELD Levels 3-5 will benefit from Sheltered English Immersion in all core classes as well as a focus on academic discourse and structured partner conversations. We will expose students to experiences in a variety of learning modalities – kinesthetic, auditory, and visual – that correspond to the subject matter and grade level curriculum and that provide structured, explicit language instruction enhances language acquisition. Accordingly, teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all students. Incorporating SDAIE strategies, teachers will develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students’ zone of proximal development. SDAIE provides (1) access to the core curriculum, (2) English language

development, and (3) opportunities for social integration into the multicultural classroom community. Specific SDAIE strategies that Libertas College Prep teachers will incorporate into daily lessons include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to employing these specific SDAIE strategies, teachers also will provide students with differentiated explicit language instruction. Teachers will use the California English Language Development standards along with a forms and functions matrix, and an adapted model of Susana Dutro’s framework for a focused approach on language development to design lessons that build academic language, both vocabulary and structure, provide fluency or language practice, and encourage students towards appropriately rigorous language outputs.139

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

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Additional phonics, decoding, and fluency instruction during tutoring
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Use of scaffolded instruction
- Use of culturally relevant materials
- Word Walls to reinforce academic vocabulary
- Labeling items in classrooms and school in different languages
- Books on tape
- In-school tutoring to meet students’ academic and developmental needs at each grade level
- Phonics, decoding, and fluency groups during Focus
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during tutoring
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

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

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

Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313(d), Libertas College Prep will utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

**Figure 8. Process for English Learner Reclassification**

<table>
<thead>
<tr>
<th>Form of Evaluation</th>
<th>Criteria for Reclassification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810 of the Education Code.</td>
<td>The student must demonstrate English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 with skill area scores of 3 or higher.</td>
</tr>
<tr>
<td>B. Comparison of the student’s performance in basic skills against an empirically established range of the performance of English proficient students of the same age in basic skills that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.</td>
<td>A student’s score on the CAASPP for English Language Arts is basic or higher in English Language Arts. For students in Elementary grades, this score must be obtained two years in a row. This score suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. Students with scores above the cut point on the CAASPP selected by the school district should be considered for reclassification. For students scoring below the cut point, Libertas College Prep, in accordance with criteria set by LAUSD, will...</td>
</tr>
</tbody>
</table>
Libertas College Prep will notify parents and guardians of reclassification, update the school and school district records, as well as monitor the student’s progress for two years.

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

We will engage in comprehensive instructional strategies to challenge and support all students enrolled at Libertas College Prep. Students identified through LAUSD’s GATE process may participate in the Saturday Conservatory of Fine Arts, which Libertas College Prep will reimburse on a Fee for Service Basis. Parents of high achieving students will be notified and a conference with parents and guardians will be held to discuss the extension opportunities at Libertas College Prep, additional programs students can participate in, and how the families can be a part of the support process.

While our college preparatory program will be appropriately challenging for the majority of our students, we are committed to providing additional challenge to students performing above grade level. Libertas College Prep will follow the recommended step to identify all students who may have GATE eligibility. In line with district recommendations, the school will develop an initial list of candidates identified by referrals from teachers, parents, staff, or students. The Head of School will screen the students by collecting data from sources such as the students’ cumulative record or state test scores. If the student’s parent gives consent, the Head of School will complete the referral and contact the Charter School Division of LAUSD to start the fee-for-service process for the student to be assessed. GATE students will benefit from the following components of our school’s design:

- Highly skilled teachers using a variety of teaching strategies to challenge each student
- Small school size and safe environment, where academic success is celebrated
- Small, leveled guided reading groups w/students accessing challenging literature
- Extensive independent reading at each student’s level so each child excels at own pace
- Frequent use of “think-pair-share” and other cooperative learning strategies

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141 [http://www.lausd.net/lausd/offices/GATE/intro-2.html#Intro2Pg1Proc1den](http://www.lausd.net/lausd/offices/GATE/intro-2.html#Intro2Pg1Proc1den)
140 [http://www.lausd.net/lausd/offices/GATE/stud-par.html](http://www.lausd.net/lausd/offices/GATE/stud-par.html)
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with/engagement of parents towards college prep mission
- Opportunities to build leadership skills through the student leadership cadre

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

**Students Achieving Below Grade Level**

While we anticipate that most students’ needs will be met by the wide variety of school-wide supports already in place, Libertas College Prep will work with students who are achieving below grade level in order to help them achieve at expected levels. We anticipate that many students may enter Libertas College Prep achieving below grade level; our instructional program, as described above, is designed to address incoming gaps to ensure that students are prepared for our rigorous college preparatory curriculum.

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

- Performing more than one level below his/her actual grade level on class assignments and assessments, including a score of Below Basic or Far Below Basic on the SBAC, once implemented, and equivalent scores on nationally-normed assessments.
- Earning below 70% in one or more core subjects, therefore signifying the danger of failing the grade and qualifying for retention.
- Not on track to make at least one grade level of growth in reading, writing, and math.

Students with skills below grade level will benefit from the following components of our school’s design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in grades four through six
- Extended time for math (problem-solving and procedures) instruction in grades four through six
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- In-school tutoring time to meet students’ academic/developmental needs at each grade-level
- Phonics, decoding, and fluency groups during Focus
- Systematic writing and grammar instruction
- Word Walls to reinforce academic vocabulary
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas

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142 This category also includes interventions and supports that will be applied to English Learners and Students with Disabilities.

143 We recognize that with the transition to the California Assessment of Student Performance and Progress (CAASPP), there may be different nomenclature regarding performance levels. We will adjust according to the categories designated by the state.
Reinforcement of ELA standards in all content areas
Explicit vocabulary instruction in all content areas
Group work and oral presentations in all content areas
Frequent use of assessments and specific feedback from teachers
Frequent communication with/engagement of parents on academic/behavioral expectations

In addition to the supports offered to all students, low-achieving students will be strategically grouped for small-group instruction during the Focus period and will be offered (though not required to attend) afterschool tutoring one to four days per week to receive additional academic help. This will allow students full access to all core and non-core content while meeting the students’ needs. Students’ progress will be monitored weekly by their core academic teachers; students who are not making progress toward grade-level standards will be referred to the SST for further consideration. Parents of low achieving students will be notified and a conference with parents and guardians will be held to discuss the student’s current grade level performance, the program supports available at Libertas College Prep, and how the families can be a part of the support process.

**Socio-Economically Disadvantaged Students**

We strongly believe that poverty alone does not indicate the need for specific instructional techniques. Our instructional approaches will be based on each student’s instructional needs, not their income level.

Based on 2010 Census data and reports from the local schools, we anticipate that over 70% of our students will qualify for free and reduced lunch. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially “at-risk” students, including:

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

Federal Law Compliance
Libertas College Preparatory 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
All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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, Libertas College Preparatory Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Libertas College Preparatory Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 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 have 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 will not have a 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.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and
use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

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 required format and are 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.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  - The usual file including District ID.

- **Norm day – 2013**
  - 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 – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**
  - 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 2012-13 (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 from non-SIS schools (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 (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

**Students in Other Subgroups**

No additional subgroups relevant to the targeted student population are anticipated.
“A Typical Day”

All elements of the school day at Libertas College Prep are designed to develop college-ready academic preparation, time-management strategies, and intellectual perseverance. For students to thrive in college they must also be able to connect to others and engage in activities that cultivate their interests and leadership abilities.

7:30
Students arrive for the school day. Some parents drop off students in front of the school, while others walk their students to the front gate. The office manager stands in front of the school entrance greeting students and is accessible to parents if they have any questions. As the office manager greets parents, students line up single file along the side of the building facing in the same direction. Students in line take out their Independent Reading books and read to themselves as they have been taught.144

7:35
The front door of the school, unadorned except for the sign Libertas College Preparatory Charter School, opens to welcome students inside. Students in line quickly put their books in their bags. The Head of School and the Director of Operations greet every student with a hand shake, greeting, and a uniform check.

Both lines move quickly as students shake hands and show the school leaders their grey collared shirts, navy pants, and belts. After uniform check, students walk with purpose down the hallway and grab milk, cereal, and a banana from the breakfast bins while the Monday parent volunteer checks off each student.

7:43
A sixth grader walks to UCLA 6, his college-themed advisory. A John Wooden quote is displayed on the door: “Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are.” He is greeted a second time by his Advisory teacher. “Good morning, Khaleel!” Ms. Abramson says as they shake hands.145 “I know you have been working on self-determination lately, did you make smart decisions last night about choosing a quiet place where you could focus on your work?”

“I did!” Khaleel said proudly. “I chose to do my homework in my room where I couldn’t hear the TV.”

“Knowing where you can focus is an important skill for doing well in high school and in college. The smart study habits you choose now will be the ones that you continue when you graduate from Libertas. Super self-determination!”

Khaleel walks quickly to his seat, a smile on his face. He hangs his backpack behind his chair and looks up at the Advisory instructions on the board. Following the instructions, he places his breakfast, two pencils, one pen, an Independent Reading book, and his HW Binder on his desk. Then he opens Anthony Horowitz’s Stormbreaker and reads eagerly while finishing his breakfast.

144 Federal labor requirements for nonexempt employees require that employees not be employed for more than 40 hours a week without receiving overtime pay. http://www.dol.gov/whd/regs/compliance/whdfs22.pdf
145 All names of students, teachers, and staff are fictionalized and are included solely for the illustrative purposes of “A Typical Day.”
With two minutes remaining before Advisory begins, a teacher returns with the large trash can on wheels from down the hall. She rolls it to the end of each row and as she approaches the row students silently pass down their extra trash from breakfast and tidy up their desk getting their homework out onto their desk.

7:50-8:00

“Good morning, UCLA!” the teacher calls enthusiastically to the class. “Good morning, Ms. Abramson!”

“I see you all are making an excellent impression by showing me your energy and enthusiasm as well as your excellent posture.” Three students sit up just a little bit straighter. “Let’s get ready to pass your homework in quickly so I can share some fantastic news with my voracious readers.”

Students nod eagerly and sit with their homework in a stack ready to pass forward.

“Social studies homework, confident arms!” All 36 students shoot their arms up in the air, straight arms touching their ears with their social studies homework sheet in their hand. “Now, flow them forward!” Students quickly pass the papers forward. Ms. Abramson repeats this and files each subject’s homework into bright folders labeled with the subject and places them in a wall-mounted file holder outside the door.

“Now…” Ms. Abramson whispers conspiratorially, “I can share my amazing news.” The sixth graders lean in. “Suzanne Collins is writing a new series!” A slight gasp is heard from students and they wriggle their hands from excitement.

8:00-8:50

Two teachers are in the classroom with students seated in groups of 17-18 students. Ms. Cosgrove, the fourth grade ELA teacher, is leading the lowest level reading group in triple letter blends. The pace is moving quickly as students chant back the sounds after her. “S-p-l-at, spl-at, splat!” she sounds out holding up a card with the word written on it. The semi-circle of students in front of her repeat the vowel sounds back quickly.

Across the room Mr. Tabora is working with the highest level reading group of fourth graders on a chapter pulled from Sojourner Truth’s Ain’t I a Woman? In the small group students practice reading with fluency and expression. Rosalia gets stuck on the name “Sojourner” and Mr. Tabora prompts her to sound it out, giving her the time to make the sounds “So – jour – ner” and then asks her to say it together, “Sojourner,” and continue reading.

8:50-9:40

UC Davis 5 starts with a fifth grade reading class, and Ms. Bailey sits on a stool at the carpet with 36 fifth graders sitting cross legged in front of her with their hands in their laps. In her hands is Lois Lowry’s Number the Stars, “…her laughter stopped. Her heart seemed to skip a beat. ‘Halte!’ the soldier ordered in a stern voice.” Ms. Bailey lowered the book and asked the students, “A change just happened in the text. In your library voice using your new vocabulary words, complete this sentence with your partner: The mood in the story changed from ______ to _______. You have 25
seconds.” Students feel the sense of urgency. They turn and whisper to their partners until the timer beeps and they immediately face forward.

“Who can make an excellent impression using thoughtful and specific language?” All the hands shoot up in the air.

“Track Genesis.”

The arms drop and everyone shifts to face Genesis as she answers, “The mood in the story changed from joyful to frightening.”

“Wonderful, specific language, Genesis. Rosalia, give me one clue that supports Genesis’ answer.” The class continues.

**9:40-9:55**

Nutrition is served in CalPoly 5. Each fifth grader is seated next to a partner or in threes with their snacks on their desks. A bathroom list is written on the board and students use the male or the female bathroom passes to walk with purpose to the bathroom and make it back to their Advisory, and hand it off to the next student.

Mr. Wright is leading the rest of the students in guided conversation groups. “Would you rather…be able to walk through walls or be able to jump twenty feet in the air? Quick, talk amongst yourselves.”

Students laugh and talk at “Restaurant Level” as they discuss with their partners the benefits of these super powers. Mr. Wright calls on two students to share out and then prompts them with, “Would you rather…only be able to see or only be able to hear, and why?!” The fifth graders launch into another serious discussion as they finish up their snack.

**9:55-10:45**

Students in eighth grade social studies are seated in a fishbowl discussion. Mr. Thompson emphasizes that as they prepare for the new Common Core tests and for seminar discussions in high school and college that they will need to be able to support their ideas with evidence from a variety of texts. Each student has three documents in front of them – a poem, a primary source, and a secondary source – to answer the questions “What are the causes and consequences of Islamic expansion?” and “What are the motivations, realities, and effects of warfare?” Students begin leading the discussion while Mr. Thompson takes notes on participation and level of analysis.

At one point Mr. Thompson interjects, “I want to remind you that you all are engaging respectfully and using specific thoughtful evidence but your score is also based on teamwork and everyone’s participation. Some members of our team haven’t yet shared their brilliance and some of you are dominating with your brilliance. Let’s be more cognizant of whose voices we still need to hear from more.”

The students open the discussion back up, this time with the more vocal students pausing to write down their questions and letting others start to share their evidence.

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148 “Track Genesis” is another way of saying “all eyes on Genesis.”
10:45-11:35 In the seventh grade math class, Ms. Lucas is walking around the room watching students working with their partners on the challenge problem. Ms. Lucas stops in with different partners, asking them a question or pushing them in their process and moving on to the next pair.

Juan shakes his head, “Ms. Lucas, I’ve never seen this math before!” Ms. Lucas nods and says, “I know, it is new, but when you take the SAT you will come across problems that appear overwhelming at first. You make the choice whether to give up quickly or show self-determination and start by figuring out the parts you do know.” Juan and his partner turn back to the problem and begin pulling out the information from the word problem to try it a new way.

11:35-12:05 Students walk silently in lines to the lunchroom with their teachers. Students sit together with their Advisory and talk to each other in “Restaurant voice.” Two parent volunteers and three teachers oversee lunch. Immediately after monitoring student lunch, these teachers will have 30 minutes of duty free lunch before engaging in instructional or planning responsibilities. Students raise their hands when everyone at their table is finished eating and one student is dismissed to roll the trash over and clear the trash off the table. When tables are cleared, students are allowed to check out equipment for recess games, to sit at the reading table and take out their book, or to walk the track around the lunch yard.

When the Director of Operations blows the whistle two times at the end of lunch all students stop where they are and line up at their Advisory’s specific mark on the ground where their Advisory teacher waits. Everyone walks silently back into the building.

12:05-12:30 Students move from lunch into their Advisories. In Berkley 5 the fifth graders move quickly and silently to their seats and take out their Independent Reading books for Independent Reading. The seven students who had perfect scores on their homework that week get a nod from Mr. Simoni and get to choose where they sit - whether it is on the carpet or in the bean bag chairs near the classroom library. One student raises his hand and is dismissed to the computer to take an Accelerated Reader (AR) comprehension quiz for *The Tale of Winn Dixie*. Nearby Mr. Simoni is conferencing with Garett about the data from his last three AR quizzes. In a low voice Mr. Simoni shares that he is proud of Garett for getting 100% on his last three comprehension quizzes but that he also thinks Garett should be challenging himself more on the books he is choosing. Together they decide that his next book should be a level V book and Mr. Simoni suggests *Cirque de Freak*. Garett checks out the first book in the series, smiles proudly at Mr. Simoni, and settles in happily for the rest of Independent Reading.

12:30-1:20 Down the hallway, fourth graders are heard diagraming a sentence through call and response with their teacher. Projected on the white board is the sentence: “The tired children collapsed on the sofa.” It is projected from that day’s “Do Now,” along with two other sentences beneath it.

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149 Teachers rotate responsibilities overseeing the student lunch as a part of their non instructional duties. If a teacher is responsible for overseeing student lunch he or she will have 30 minutes for a duty-free personal lunch before or after student lunch. This is reflected on the teacher schedules on page 58.
“Who collapsed on the sofa?” the teacher calls out a quick and rapid question, keeping the pace with her hand.

“Children – subject noun.” All the students match her pace and call loudly back.

“What is being said about children?”

“Children collapsed – verb.”

“On?”

“Preposition!”

“On what?”

“Sofa – object of the preposition.”

“What kind of children?”

“Tired – adjective.”

In less than a minute the chant is completed and the teacher moves up the paper under the document camera to the next sentence drawn from a student’s “Do Now” as each fourth grader checks his or her own work.

“Jaime! Excellent enthusiasm. Lead us in our next example using your college voice!”

Jaime stands proudly and in the same quick, clear pace as his teacher leads the next round of grammar questions.

During PM Break, Cal Poly 6 is standing up behind their desks. Their two advisory teachers are standing in front of them modeling their class cheer for next week’s community circle. The two teachers go through three motions in complete unison, making each motion clear and sharp.

“Now you!” calls Ms. Torrey.

All students in Cal Poly 6 do the three motions, some slower than others and not as sharp as the teachers.

“I don’t know, Ms. Garcia, did that look like precise movements to you?” Ms. Torrey calls out.

“Those steps struck me as sluggish and discombobulated,” Ms. Garcia says, nodding knowingly to the words she is using on the Word Wall. Ms. Garcia ramps up her voice, “I think this calls for a competition; I bet you this half of the class can do it better than that half, if I work with them.”

“Challenge, accepted!” Ms. Torrey says and all students shake their hands in support. The advisory teachers splits the class in two, students walks to opposite sides of the classroom and work on their class cheer.
At the end of PM Break the two sides face off, determining the Break winner based on which side was the most crisp in timing, movements, and clapping.

1:35-2:25

UC Davis 5 lines up outside on the concrete to begin Physical Education. Students are wrapping up their basketball unit and cones are set up to mark off the basketball court to create two separate courts. Students track Mr. Hurst with their eyes and with their arms at their sides. At the sound of the whistle the students begin two laps around the outdoor P.E. area. As they run their laps Mr. Hurst keeps an eye out urging students to keep pace and all students maintain two arm lengths distance from the student in front of him or her. UC Davis 5 is working toward getting all fives on their class tracker for the day and Mr. Hurst calls out positive effort he sees different students making to push themselves to run quickly and show strong teamwork to help them reach their goal of all fives for the day.

2:25-3:15

Stanford 4 is finishing up their afternoon math class. Ms. Cronin claps twice and all eyes look immediately at her. “I want to affirm the strong scholarship I saw in our class today. I saw numerous students making excellent impressions by being focused, showing integrity, treating each other with respect, persevering through problems with self-determination and showing excellent teamwork. I know several of you had a lot of help from your teammates today, too. We are going to do three shout-outs for our teammates today who are showing the habits necessary to be successful in college.”

Almost everyone in the class raises their hands and the three share that a classmate showed focus by checking his work to make sure it was right, self-determination by choosing to ask for a different seat when a classmate was being distracted by a friend, and teamwork by explaining how to use a different method to think about a difficult problem. After each shout-out the class does a firecracker round of applause or a rollercoaster applause.

3:15-4:05

Looking into the Focus class, a visitor sees students doing work in small groups with two teachers in the room. One teacher is leading a small group of students in phonics sounds while the other small group is at desks using a guided typing program to increase the speed and accuracy of their typing skills. On the wall next to them is a bulletin featuring “Gearing up for the Smarter Balanced Assessment!” with the “20 Words per Minute Club” and each milestone up to the “60 Words per Minute Club.” At the start of the year only three students have made it to the 30 words per minute club. After 15 minutes the groups switch and the teacher takes out a new lesson for the next group. The math teacher has similar groups working simultaneously. The three groups are divided up based on skill levels and each group is in different stages in mastering their math facts. One student waits excitedly for the teacher to grade his last mastery quiz and finds out he got 100%! After a high five from the teacher the student runs over to mastery board and moves his popsicle stick up to the next level.

4:05-4:15

Back in the UCLA 6 Advisory students are packing up their bags and making sure all of their homework assignments are recorded for the day. Once all their things are together students take out their Independent Reading book and read as Ms. Bailey walks by and checks each agenda to make sure the homework is written correctly.

“Everyone, please stand up! Tuck in your chairs. First row, please line up. Second
row. Third. Jhamil, please stop the line at the door. Thank you, UCLA 6, for your hard work and focus today! Remember, you are the ones who determine your future because you make the choices that set you on the path to college.” Ms. Bailey moves to the front of the line and leads them to afterschool.
Element 2: Measurable Pupil Outcomes and

Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

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

Libertas College Preparatory Charter School (“Libertas College Prep”) has established the following goals and measures of student achievement to determine the degree to which we are meeting our stated mission and to ensure that we meet the goals established by No Child Left Behind for Adequate Yearly Progress (AYP) of all subgroups attending our school. Performance goals will be modified over time as needed.

Each of the academic outcomes aligns with our mission of college preparation, our curricular frameworks designed to demonstrate mastery as detailed by the CCSS, and our ongoing and annual assessments. In addition, teachers will identify benchmark skills and classroom-level skills to measure and track progress toward student performance outcomes. Attainment of these goals will prepare all students to access competitive college-preparatory high schools and excel in the A-G courses required to earn admission to the University of California campuses and California State Universities.

Pursuant to Education Code Section 47605(b)(5)(A)(ii), Table 16 describes Libertas College Prep’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. The measureable
goals and objectives of Libertas College Prep include the school’s annual goals in each of the eight California identified priority areas. Our goals include a description of required data and how we will measure success in each of the eight areas. This plan includes goals for the whole schools as well as for numerically significant student subgroups.\textsuperscript{150}

Each state priority has multiple parts, to represent each of these parts, Libertas College Prep has separated out the state priorities into “sub-priorities.”

### Table 16. Eight State Priorities

<table>
<thead>
<tr>
<th>STATE PRIORITY #1 — BASIC SERVICES</th>
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<tbody>
<tr>
<td>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>SUB-PRIORITY A – TEACHERS</th>
<th></th>
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<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
<td>All staff will hold the appropriate credentials in compliance with CA Commission on Teaching Credentialing regulations. Core content teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization and any other appropriate authorizations as defined by the CA Commission on Teaching Credentialing and will teach within their subject area competencies.\textsuperscript{151}</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>School will ensure all core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization by collecting and examining credential documentation during the hiring process (Head of School). School will conduct an annual review in May/June of human resources criteria to verify core teaching credentials as reports by the CA Commission on Teacher Credentialing, CALPADS, NCLB Core Course Compliance and SARC. (Head of School, with report to Board of Directors). School will conduct an annual review every August of master schedule/teacher assignments to ensure compliance (Head of School).</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability</td>
</tr>
</tbody>
</table>

\textsuperscript{150} Numerically significant student subgroups means 30 or more students by ethnic subgroups, socioeconomically disadvantaged students, English learners, and students with disabilities. At least 15 students who are foster youth is also considered numerically significant. Subgroup representation in the plan is based on the Surrounding Schools Demographics data.

\textsuperscript{151} Teachers in core content areas are required to hold a CA teaching certificate including the following stipulation: “Flexibility will be granted only in accordance with Education Code Section 47605 (l) for teachers in non-core courses.”
<table>
<thead>
<tr>
<th>SUB-PRIORITY B – INSTRUCTIONAL MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
</tr>
<tr>
<td>Students will have access to standards-aligned materials and additional instructional materials necessary to participate fully in the programs and services described in the charter. Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
<tr>
<td>School will ensure that teacher-created unit and lesson plans will have standards clearly labelled and will be standards-aligned (Head of School). School will purchase instructional materials that are aligned to CA Common Core State Standards and to the program outlined in our charter petition. These materials will be appropriately included in the school budget (Head of School; Director of Operations). School will obtain all instructional and supplemental materials necessary to provide EL and special education students full access to core instruction.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
</tr>
<tr>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
</tr>
<tr>
<td>Head of School and Director of Operations conduct an annual review of all instructional materials; signed purchase orders; school maintained list of textbooks and supplemental materials; and an annual budget review to ensure funds are available for instructional materials.</td>
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<tr>
<th>SUB-PRIORITY C – FACILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
</tr>
<tr>
<td>Maintain a clean and safe school facility in good repair.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
<tr>
<td>School will continuously update the maintenance and repair priority execution plan (Head of School; Director of Operations) and annual and monthly facility inspections will screen for safety hazards (Director of Operations).</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
</tr>
<tr>
<td>Annually, 90% all items on Monthly site inspection checklists will be in compliance/good standing; 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed by the Head of School, office staff, and other administrators.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
</tr>
<tr>
<td>Monthly site inspection checklist documents prepared by Director of Operations; school will conduct an annual review/inventory of physical plant conditions and need for repair as determined by the Safe School Inspection.</td>
</tr>
</tbody>
</table>

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

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152 Evaluation determined by the Department of Education’s “Interim Evaluation Instrument.” Deficiency details can be found at [www.lausd-oehs.org](http://www.lausd-oehs.org) under “School Inspection Results.”
<table>
<thead>
<tr>
<th>SUB-PRIORITY A – CCSS IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
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<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
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<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
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<thead>
<tr>
<th>SUB-PRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</th>
</tr>
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<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
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<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
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<tr>
<th>STATE PRIORITY #3— PARENTAL INVOLVEMENT</th>
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<tbody>
<tr>
<td>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</td>
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<table>
<thead>
<tr>
<th>SUB-PRIORITY A – PARENT INPUT</th>
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</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
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<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
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<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
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<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
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<thead>
<tr>
<th>SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
</tbody>
</table>
Teachers will instruct and monitor student completion and parent signature of FIRST reports (Head of School).

**MEASURABLE OUTCOME**

A minimum of six *cafecitos* having an average attendance of at least 10 parents. Conduct home visits to a minimum of 50% of newly-enrolled students over the summer and 100% of newly-enrolled students by the end of each year.

**METHODS OF MEASUREMENT**

School information system with home visits recorded, Yearly school calendar with *cafecitos; Cafecito* sign-in sheets; FIRST reports with parent signatures recorded in teacher gradebooks.

**STATE PRIORITY #4—STUDENT ACHIEVEMENT**

Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

**SUB-PRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE</th>
<th>SUB-PRIORITY</th>
</tr>
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<tbody>
<tr>
<td>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than the Comparison Public Schools within LAUSD on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</td>
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<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
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<tbody>
<tr>
<td>School will provide classroom instruction conducive to student learning and adequate learning environments (Head of School and DCI (Y3)). School will provide appropriate CA CCSS aligned instructional materials (Head of School).</td>
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<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
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<tbody>
<tr>
<td>Percentage of students at every applicable grade level, including all student subgroups, will exceed the average proficiency of the Comparison Public Schools within LAUSD by 5% on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.</td>
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<tr>
<th>METHODS OF MEASUREMENT</th>
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<tbody>
<tr>
<td>CAASPP Score reports.</td>
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**SUB-PRIORITY B – API**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE</th>
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<tbody>
<tr>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.</td>
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<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide classroom instruction conducive to student learning and adequate learning environments (Head of School and DCI (Y3)). School will provide appropriate CA CCSS aligned instructional materials (Head of School). School will provide authentic learning opportunities with computers to ensure computer competency prior to testing with the CAASPP (Head of School and Director of Operations).</td>
</tr>
</tbody>
</table>
| MEASURABLE OUTCOME | School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education, with a goal of reaching 800 within the five-year term of this charter.  

**METHODS OF MEASUREMENT** | CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education.  

**SUB-PRIORITY C – COLLEGE AND CAREER READY** |  

**GOAL TO ACHIEVE** | Students are on track to be college and career ready.  

**ACTIONS TO ACHIEVE GOAL** | School will provide classroom instruction conducive to student learning and adequate learning environments (Head of School and DCI (Y3)). School will provide individualized literacy and mathematics instruction during Leveled Reading class and Focus (Head of School). School will provide appropriate CA CCSS aligned instructional materials and rigorous instruction (Head of School and DCI (Y3)).  

**MEASURABLE OUTCOME** | On average, students will be in the 75th percentile nationally on the NWEA/MAP assessment by the end of 8th grade.  

**METHODS OF MEASUREMENT** | NWEA/MAP results by individual, subgroup, and grade level.  

**SUB-PRIORITY D – EL PROGRESS** |  

**GOAL TO ACHIEVE** | EL students will advance at least one performance level per the CELDT each academic year.  

**ACTIONS TO ACHIEVE GOAL** | EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction during Leveled Reading and Focus; usage of SDAIE and ELD instructional strategies; school wide focus on literacy (Head of School and DCI (Y3)).  

**MEASURABLE OUTCOME** | 75% of English Learners will progress at least one grade level on the CELDT each year.  

**METHODS OF MEASUREMENT** | CELDT Score Reports.  

**SUB-PRIORITY E – EL RECLASSIFICATION RATES** |  

**GOAL TO ACHIEVE** | EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.  

**ACTIONS TO ACHIEVE GOAL** | EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction during Leveled Reading and Focus; usage of SDAIE and ELD instructional strategies; school wide focus on literacy (Head of School and DCI (Y3)).  

**MEASURABLE OUTCOME** | English Learner reclassification rates will meet or exceed the District’s reclassification rate.  

**METHODS OF MEASUREMENT** | CELDT Score Reports; Reclassification documents.  

**SUB-PRIORITY F – AP EXAM PASSAGE RATE** |  

**GRADE LEVELS NOT APPLICABLE TO SCHOOL** |  

**SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP** |  

**GRADE LEVELS NOT APPLICABLE TO SCHOOL** |  

**STATE PRIORITY #5—STUDENT ENGAGEMENT** |  

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153 A goal of reaching or exceeding an 800 API score or the equivalent according to the MAPP test if API scores are phased out as the primary school performance indicator.
Pupil engagement, as measured by all of the following, as applicable:
A. School attendance rates  
B. Chronic absenteeism rates  
C. Middle school dropout rates (EC §52052.1(a)(3))  
D. High school dropout rates  
E. High school graduation rates

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – STUDENT ATTENDANCE RATES</th>
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<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
<td>School will maintain a high ADA rate.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>School will take attendance daily at entry and log it into a school information system (Director of Operations). School will engage families in the importance of in-school attendance through annual family orientations, clear attendance policy in the Student and Family handbook, automated phone calls to families of absent students, and individual attendance plans for students with more than three absences (Head of School). School will report the average monthly to the Board each month via performance dashboard (Head of School).</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annual Average Daily Attendance will be at least 95%.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Monthly, Quarterly, and Annual ADA reports.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>SUB-PRIORITY B – STUDENT ABSENTEEISM RATES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
<td>School will have a low truancy (unexcused absence/unexcused late arrival) rate.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>School will take attendance daily at entry and log it into a school information system (Director of Operations). School will engage families in the importance of in-school attendance through annual family orientations, clear attendance policy in the Student and Family handbook, automated phone calls to families of absent students, and individual attendance plans for students with more than three absences (Head of School).</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>90% of enrolled students will have fewer than three unexcused absences or tardies during any one school year.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Annual and Monthly absence reports from our student information system.</td>
</tr>
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<thead>
<tr>
<th>SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
<td>School will retain and promote 6th - 8th grade students.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>School will offer an academically engaging learning environment for all, have a culture of high expectations and high support, a nurturing environment, and connected school community (Head of School).</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student re-enrollment documentation as verified by our student information system and CALPADS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVELS NOT APPLICABLE TO SCHOOL</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVELS NOT APPLICABLE TO SCHOOL</td>
<td></td>
</tr>
</tbody>
</table>

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## STATE PRIORITY #6—SCHOOL CLIMATE
School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

### SUB-PRIORITY A – PUPIL SUSPENSION RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>School will maintain a low annual suspension rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Teachers will be trained in effective and consistent classroom management techniques during summer professional development (Head of School). School will implement the positive incentive systems outlined in the charter including FIRST reports, Community Circle, and Character awards (Head of School). Teachers and staff will document and implement Student Success Teams for all students demonstrating a need for academic or behavioral interventions (Head of School).</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, the number of enrolled students suspended will be less than 5% or will meet or be lower than the district expectation.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report.</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY B – PUPIL EXPULSION RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Libertas College Prep will maintain a low annual expulsion rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Teachers will be trained in effective and consistent classroom management techniques during summer professional development (Head of School). School will implement the positive incentive systems outlined in the charter including FIRST reports, Community Circle, and Character awards (Head of School). Teachers and staff will document and implement Student Success Teams for all students demonstrating a need for academic, behavioral, or health interventions (Head of School).</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 1% or fewer of enrolled students will be expelled.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report.</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY C OTHER – SCHOOL CONNECTEDNESS

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students, parents, and teachers will feel a sense of community and connectedness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Students actively participate in homeroom/advisory activities throughout the school year in their classroom and Community Circle with the whole school (Head of School). Daily morning huddle and weekly Professional Development for teachers (Head of School). Cafecitos, school tours, and other family engagement events will develop a family’s sense of belonging and community (Head of School).</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, an approval rating of 85% or higher on family surveys.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Surveys created and administered by Libertas College Prep.</td>
</tr>
</tbody>
</table>
### STATE PRIORITY #7 — COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

- **Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- **Grades 7-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C.§51220(a)-(i))

**GOAL TO ACHIEVE PRIORITY**

For each year of the charter, all students in all grade levels and subgroups will access all core curriculum courses: literacy/English Language Arts, Math, Science, History-Social Science, and Health/Physical Education.

**ACTIONS TO ACHIEVE GOAL**

School will conduct July/August review and realignment of daily schedule to ensure non-overlap of core curriculum with scheduled intervention groups for unduplicated students and students with special needs (Head of School, Director of Operations, Director of Curriculum and Instruction (Y3)).

**MEASURABLE OUTCOME**

Annually, 100% of students, including all student subgroups, and students with exceptional needs, will have access to and enroll in all core curriculum courses available. Non-core content areas will be available to all students on track to successfully complete core coursework.

**METHODS OF MEASUREMENT**

Annual review of student, teacher, course, and grade level schedules.

### STATE PRIORITY #8 — STUDENT PERFORMANCE

**SUB-PRIORITY A — INTERNAL ASSESSMENT**

**GOAL TO ACHIEVE SUB-PRIORITY**

Students demonstrate expected growth between interim assessments and comprehensive assessments.

**ACTIONS TO ACHIEVE GOAL**

School will utilize “Data Days” following each interim assessment to analyze student performance data on interim assessments and set goals for future performance. (Head of School and DCI (Y3)).

School will utilize weekly PD and content meetings to adjust instructional activities based on student performance, plan to reteach missed objectives, and implement targeted instructional strategies (Head of School and DCI (Y3)).

**MEASURABLE OUTCOME**

85% of students will achieve growth between each interim assessment and comprehensive assessment.

**METHODS OF MEASUREMENT**

Libertas College Prep interim and comprehensive assessments, all assessments will be aligned to CCSS.

**SUB-PRIORITY B — GROWTH**

**GOAL TO ACHIEVE SUB-PRIORITY**

Students demonstrate expected growth on the NWEA/MAP assessment in all content areas, English Language Arts, Mathematics, Science, and History-Social Sciences.

**ACTIONS TO ACHIEVE GOAL**

School will provide classroom instruction conducive to student learning and adequate learning environments (Head of School and DCI (Y3)).

School will provide appropriate CA CCSS-aligned instructional materials (Head of School).

**MEASURABLE OUTCOME**

On average, all students will achieve an annual growth goal of five percentiles according to the national ranking on the NWEA/MAP assessment.

**METHODS OF MEASUREMENT**

MAP Reports; reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups.

**SUB-PRIORITY C - SOCIAL RESPONSIBILITY DOMAIN**
GOAL TO ACHIEVE  
SUB-PRIORITY  

All students will demonstrate strength of character through the school’s FIRST values.

ACTIONS TO ACHIEVE GOAL  

School will send FIRST reports home weekly; school will have weekly Community Circle to teach FIRST values and reward examples of positive student behavior (Head of School and Grade Level Leaders (Y2)). School will assign advisories whole class scores for attaining FIRST values each period (Head of School). FIRST values and quotes will be displayed in all classrooms (Head of School).

MEASURABLE OUTCOME  

At least 90% of Libertas College Prep students will respond to a Character Reflection Survey to measure their understanding of the FIRST core values and their reflection of how the values are implemented in the school.

METHODS OF MEASUREMENT  

Character Reflection Surveys

**School Accountability Plan**

As a public charter school, Libertas College Preparatory Charter School (“Libertas College Prep”) accepts increased accountability for reaching ambitious standards for student achievement and organizational viability.

The Libertas College Prep Board of Directors will approve and adopt a school accountability plan that sets goals and measures for student achievement in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Cal. Ed. Code 47605(b)(5)(C).

The Board’s Academic Achievement Committee will work closely with the Head of School to ensure that all students and all subgroups are making progress toward all goals and will hold the Head of School accountable for meeting student achievement outcomes. The school will implement an Accountability Dashboard to track progress toward our defined academic and organizational outcomes and use the dashboard as a reporting and monitoring tool.

We may modify academic outcome goals annually based on changes to State and/or Federal accountability goals. Such changes will be approved by the School’s Board of Directors. All stakeholders will be notified of accountability measures and performance through newsletters, the school website, and the Annual Report.

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

Informed by the research proven methods of *Understanding by Design*, it is essential to identify desired results, determine acceptable evidence, and plan learning experiences and instruction. Consistent with the principles of *Understanding by Design*, we will determine acceptable evidence to accurately gauge whether students have learned the required curriculum standards. We will use a combination of summative and formative assessments to drive instruction and maintain transparency with students and parents.

We believe that the transparency of information, when assessments align with rigorous State Standards, will assist in creating accountability structures that will keep our students on track to meet the demands of
college. Furthermore, measurable results will enable teachers and school leaders to focus on areas where more time might be required for students to gain proficiency.

**Summative Assessments**

Libertas College Prep will use several school-wide summative assessments to gauge the school’s progress according to external assessments. Table 17 outlines these assessments:

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Assessment Type</th>
<th>Purpose</th>
<th>Grade(s) Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced Assessment Consortium (SBAC)</td>
<td>Multiple choice and performance items Computer adaptive Common Core-aligned</td>
<td>Measure proficiency with state content standards in English Language Arts and Mathematics</td>
<td>4 to 8</td>
</tr>
<tr>
<td>California Standards Test (CST)</td>
<td>Multiple choice Standards based</td>
<td>Measure proficiency with state content standards in Science and History/Social Studies</td>
<td>Science: 5 and 8; History-Social Science: 8</td>
</tr>
<tr>
<td>California English Language Development Test (CELDT)</td>
<td>Multiple choice and performance items Standards based</td>
<td>Measure proficiency of English Language Learners and reclassify if appropriate</td>
<td>All – based on student’s previous ELD level Repeated annually until student is reclassified</td>
</tr>
<tr>
<td>California Alternate Performance Assessment (CAPA)</td>
<td>Performance items Standards based</td>
<td>Measure achievement in ELA and Math</td>
<td>Available grades 4 and 5; determined by IEP</td>
</tr>
<tr>
<td>California Modified Assessment (CMA)</td>
<td>Multiple choice Standards based</td>
<td>Measure achievement in ELA, Math, and Science</td>
<td>Available grades 4 to 8; determined by IEP</td>
</tr>
<tr>
<td>Standards-Based Tests in Spanish (STS)</td>
<td>Multiple choice Standards based</td>
<td>Measure achievement in ELA and Math; administered to students whose primary language is Spanish and who have been enrolled in a</td>
<td>4 to 7; 8: Algebra</td>
</tr>
</tbody>
</table>

154 California currently administers the California Standards Test (CST) in English Language Arts and Mathematics. However, the state is currently piloting and will fully adopt the Smarter Balanced Assessment, one of two multistate consortia awarded funding from the U.S. Department of Education, for ELA and math in 2014 [http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp](http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp).

155 It is likely that the Smarter Balanced Assessment will eventually include science items; however, SBAC does not include science assessments in its 2014-2015 implementation plan. We will adjust accordingly based on the SBAC rollout.

156 The grade eight history-social science test addresses standards from grades 6, 7, and 8.

157 Students who take the STS are also required to take the CST and/or CMA appropriate for their grade level. More information on the STS can be found through the California Department of Education’s STAR program: [http://www.startest.org/sts.html](http://www.startest.org/sts.html).
school in the United States for less than 12 cumulative months

| Physical Fitness Testing (PFT)/Fitnessgram\(^{158}\) | Performance assessment Criterion-referenced assessment | Measure physical fitness against six key fitness areas | 5 and 7 |

The Smarter Balanced Assessment is directly aligned to both the standards and the intellectual mindsets incorporated in the Common Core.

In order to integrate formal school-wide assessments, the Director of Operations will be designated as the testing coordinator for the building. This role will be responsible for making sure that testing is administered in a way that is professional and ensures the level of security that must be maintained during state level testing. This individual will also be responsible for creating a schedule, designating responsibilities for proctors, and holding staff accountable to security requirement when testing is in session.

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

**Formative Assessments**

In addition to summative assessments which demonstrate absolute performance measure, we value formative assessments to diagnose student learning, set growth goals, and adapt to our student learning needs. With a goal to equip our students with the academic skills to thrive in college, the fundamental role of assessment is to provide meaningful feedback for improving student learning through instructional practice. Teachers will use the following types of formative assessments, outlined in Table 18:\(^{159}\)

**Table 18. Formative Assessments**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Content Area</th>
<th>Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP/NWEA Assessments</td>
<td>English Language Arts, Math, Science, and Social Studies</td>
<td>Externally created computer adaptive assessments that provide nationally normed data on student performance.</td>
<td>Three times per year</td>
</tr>
<tr>
<td>Interim and Comprehensive Assessments</td>
<td>English Language Arts, Math, Science, and Social Studies</td>
<td>Internally created assessments developed to test student progress in core content areas.</td>
<td>Every six weeks</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>Independent Reading</td>
<td>Reading assessments with 10 questions per book to gauge individual student comprehension.</td>
<td>Daily or weekly</td>
</tr>
<tr>
<td>Scholastic Reading Inventory</td>
<td>Reading</td>
<td>Computer adaptive assessment of student individual reading growth and Lexile levels.</td>
<td>Three times per year</td>
</tr>
<tr>
<td>Performance Assessments</td>
<td>English Language Arts, Math, Science, and Social Studies</td>
<td>Research papers, scientific demonstrations or exhibits, posting artwork on the internet, producing a book, enactments</td>
<td>Each unit</td>
</tr>
</tbody>
</table>

\(^{158}\)More information on the Fitnessgram can be found through the California Department of Education: http://www.cde.ca.gov/ta/tg/pf/cefpft.asp.

### Show What You Know Quizzes
- **Subject:** English Language Arts, Math, Science, and Social Studies
- **Description:** Short ten to fifteen question quizzes that align with the objectives taught over the course of a week or two weeks. Assess mastery of the week’s objectives.
- **Frequency:** Weekly or biweekly

### Exit Tickets
- **Subject:** English Language Arts, Math, Science, and Social Studies
- **Description:** One to four questions at the end of each lesson that assess the objective for that day. Should take no longer than six minutes.
- **Frequency:** Daily

<table>
<thead>
<tr>
<th>Battery of Reading Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>San Diego Quick Assessment of Reading Ability</strong></td>
</tr>
<tr>
<td><strong>McLeod Assessment of Reading Comprehension</strong></td>
</tr>
<tr>
<td><strong>Fry Oral Reading Test</strong></td>
</tr>
</tbody>
</table>

The NWEA MAP exam will function as both an initial diagnostic of student ability and a national normed accountability tool. It will be administered during the first week of the school. As a computer based assessment, the results of the exam will provide immediate diagnostic information. At the beginning of the year the MAP will assess our baseline level of students’ knowledge and skill; it will be administered to both incoming and returning students. The summative administration of the exam at the end of the year will allow school leadership to gauge our annual growth on a nationally normed assessment. This national test will be an essential accountability tool during California’s transition from the CST to the SBAC. A consistent test, it will allow us to reach valid conclusions about our school’s performance over multiple years. Additionally, the MAP will allow us to set our bar of academic success across a national field.

Internally, we will create our own standards-aligned interim and comprehensive exams in each subject area to be administered at the end of each trimester. This will be overseen by the Head of School and the Director of Curriculum and Instruction (starting in Y3). The comprehensive exams will be modeled after the Smarter Balanced Assessment and written to ensure comprehensive assessments address all state standards with fidelity. All exams will be created and aligned before the start of the year to ensure that lesson plans and objectives are aligned to the assessments.

Internal assessments are only as valuable as the validity and usability of the data drawn from their exams. We will create a comprehensive list of standards that will appear on each of the internal assessments. Our curriculum will be inclusive of these standards prior to the internal assessments to ensure that we are assessing the standards we taught. Finally, the data from interim assessments and comprehensive exams
will be immediately analyzed within content departments during staff Data Days and turned into actionable lessons.\textsuperscript{160} Data Days are professional development days in which staff is taught to effectively analyze the test, determine trends in student results, and create action plans and lessons to reteach necessary skills or standards the following week. The week following each interim assessment will have flex periods set aside for whole class reteach options.\textsuperscript{161} The data will also be used to inform the composition of math and ELA small groups during the Focus period.

Accelerated Reader and Scholastic Reading Inventory will provide frequent data about student reading level, comprehension and stamina. Teachers will use this data in individual conferencing or, if larger trends develop, to address whole class instruction.

Internally developed formative assessments such as the performance assessments, Show What You Know Quizzes, and Exit tickets will ascribe to the following criteria:

- Be aligned with specific standards and learning targets;
- Have adequate breadth and depth;
- Affect what is important for students to know and be able to do;
- Be fair and equitable for all students (that is, not reflect cultural, gender, ethnic, or other biases);
- Be aligned with instruction;
- Have appropriate rubrics or scoring criteria attached that already distinguish between levels of performance;
- Be doable within the specified timeframe;
- Be valid and reliable for the purposes for which they are to be used (that is, measure what they say they are measuring and provide consistent results over time and across groups);
- Be readily understood by students; and
- Give information that is useful for student or instructional improvement.

Professional development sessions throughout the year will be broken out into content departments and devoted to maintaining high quality formative assessments. The Head of School and, as the school grows to scale, the Director of Curriculum and Instruction and Department Chairs will provide monthly feedback on formative assessments.

**Data Analysis and Reporting**

Data is irrelevant without critical analysis. As Paul Bambrick-Santoyo writes in *Driven by Data*, “effective data-driven instruction is almost always premised by...assessment, analysis, action, and culture.”\textsuperscript{162} After the assessments detailed above, data will be collected and shared with teachers for rigorous analysis.

Diagnostic assessments, including the MAP and a battery of reading comprehension assessments, will be administered at the start of each school year, as well as during the school year, as needed, for students entering off the waiting list. These results will determine a baseline for students in English Language Arts (ELA) and Math. Assessments will be administered by teachers, and data will be entered into a school-wide database by the Office Manager. The Head of School, Director of Curriculum and

\textsuperscript{160} For schedule of Data Days, please see School Calendar.

\textsuperscript{161} The data cycle and schedule are drawn from Paul Bambrick-Santoyo’s *Leverage Leadership*.

Instruction and Department Chairs will review the data and share it with the teachers. These data points will then help teachers plan daily, unit, and yearlong plans, and will further inform their differentiation and small group instruction.

Interim assessments will be administered in the middle of each trimester and comprehensive exams at the end of each trimester. Four school-wide Data Days will be set aside to allow teachers and school leaders to meet and closely analyze the data. (These dates can be found on the Libertas College Prep calendar starting on page 49.) These days, eight (8) hours each session, will provide 40 annual hours of data analysis training and professional development. A week will be allocated after each interim assessment as a flex week for teachers to adapt lessons and to immediately integrate the high leverage reteach lessons to get every student to mastery. This analysis will inform a variety of school-based decisions:

- Instructional decisions (how to teach) – for example, using data to determine the efficacy of small group versus whole group instruction, and planning accordingly.
- Curricular decisions (what to teach) – for example, re-teaching and reordering objectives in an upcoming unit to better meet students’ needs based on scores from interim assessments.
- Professional development decisions (how to support teachers) – for example, teaching staff how to create both homogeneous and heterogeneous small groups based on students’ assessment scores.
- Differentiation decisions (how to support students) – for example, determining which students are to be assigned to after school tutoring for an upcoming six-week period based on interim assessment scores.

Specifically, data will allow us to strategically create both class-wide and individual action plans to address areas of strength and weakness on an ongoing basis. These plans will identify:

- Skills and concepts to be retaught to the entire class
- Skills and concepts to be retaught to small groups during class
- Skills and concepts to be retaught to individual students
- Adjustment to existing small groups for reading and math instruction during morning Literacy blocks and Focus periods
- Opportunities for teachers to strengthen instructional techniques during professional development

Teacher-created formative assessments will inform daily and weekly lesson planning. Teachers will meet in content-area and grade-level teams at least twice weekly to review data generated from daily student work: Do Now, Homework, Exit Tickets, and Show What You Know Quizzes. These meetings will take place during the school day and after school, and will be guided by the Head of School. This data analysis will help ensure that all students are progressing toward mastery, and will allow teachers to make adjustments to instructional plans and delivery to address students’ needs.

Transparency for Reporting to Stakeholders

An essential part of data will be communication with parents. All parents and guardians will know their child’s reading level, academic performance, and behavioral performance at Libertas College Prep. Following the beginning-of-year diagnostics, parents will receive phone calls from their child’s advisory teacher explaining the student’s incoming reading and math levels and what interventions the school will use to work with their child. Parents will also receive cumulative information on all weekly reports

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163 With the exception of the third interim assessment when the state test will be taken instead of the interim assessment.
(FIRST score and academic grades) along with report cards (once per trimester). These reports will highlight student successes, areas of growth, and will provide a clear window into a student’s daily experience at school. Furthermore, all grade books will be linked to a program like PowerSchool, an online gradebook, where parents will have unique login information to get live updates when teachers update scores.

Frequent collection of data also will inform Libertas College Prep oversight by the Board of Directors. Academic dashboards including interim and comprehensive assessment data will be reported to the Academic Achievement Committee. This will provide the Board a comprehensive picture of school performance throughout the year to go along with the summative performance reports from the MAP assessment and the California State Test/Smarter Balanced Assessment.

Academic performance transparency is a manifestation of Libertas College Prep’s mission to equip all students with the academic skills and strength of character to thrive in and graduate from high-performing high schools and competitive colleges.

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

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

The grading policy is based on demonstration of mastery of the Common Core State Standards (CCSS). Grades will include student performance on in-class work, homework, assessment, and other components as applicable to each content area.

The table below indicates the way in which letter and percentage grades will be used at Libertas College Prep and what these grades mean in terms of a student’s level of mastery of the CCSS.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td></td>
</tr>
<tr>
<td>NY</td>
<td>Below 70%</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.</td>
</tr>
</tbody>
</table>
There will be school-wide standards for grading. Teachers will be trained on the school’s policy and will work with the Head of School and Grade Level Teams and Department Chairs to ensure that grades are assigned in a fair and consistent manner that correlates with each student’s mastery of the CCSS.

Students and families will receive frequent communication regarding student academic progress. Each week parents will sign a FIRST Report with their child’s up-to-date academic progress in each subject. Teachers will call parents of students who are not yet demonstrating mastery to discuss their child’s progress. Student report cards will be distributed at the end of each trimester.

Libertas College Prep adheres to strict promotion criteria. In order to advance to the next grade level each student must earn promotion by demonstrating mastery of essential knowledge and skills.

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery of a subject is indicated by a grade of 70% or higher. All grades will be calculated based on a student’s achievement in five areas: homework, tests and quizzes, interim assessments and comprehensive end-of-trimester exams. While teachers will have some flexibility in determining the exact percentage of the total grade that each carries, the percentages must fall within school guidelines.

A student’s final annual grade will be calculated as the average of their three trimester grades.

Any student who receives below a 70% in one or two core classes will attend summer school, and will retake the end-of-year exam in the subject(s) needed at the conclusion of summer school. The student must pass the exam(s) with a score of 70% or higher.
Element 4: Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

**RESPONDING TO INQUIRIES**

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

Governance Structure

Figure 9. Libertas College Prep Organizational Chart

Libertas College Prep will have a lean administrative structure. Internal management of the school will be run primarily by our Leadership Team, comprised in the first year of the Head of School and Director of Operations. In year 2 the Leadership Team will grow to include teachers serving as Grade Level Leaders. These teachers are full time teachers who have additional responsibilities outside the classroom and who receive a stipend for their role. Their responsibility will be to assess and plan culture-related activities for their grades while the Head of School maintains instructional oversight. As the school grows to scale,
additional leadership positions will be added – including a Director of Curriculum and Instruction (DCI) and Department Chairs. At Libertas College Prep we will encourage a hybrid-leadership model in which Grade Level Leaders and Department Chairs will remain teachers in the classroom with reduced non instructional responsibilities to allow them more opportunities for responsibilities like analyzing grade level behavior trends, classroom observations or feedback on lesson plans.¹⁶⁴ There will be a Department Chair for each content area: English Language Arts, Math, Science and History: Social-Science. Department Chairs receive a stipend for their additional duties. As indicated in years 3-5 of the organizational chart, the DCI will conduct formal evaluations of teachers, with final approval of all evaluations by the Head of School, while Grade Level Leaders will function as managers of the culture of their grade level team.¹⁶⁵ There will be one Grade Level Leader per grade and five in total once the school grows to full capacity (for more on Department Chairs and Grade Level Leaders please see Element 5).

The Head of School will be responsible for hiring, supporting and evaluating all school staff. In addition to managing the school staff and implementing the day-to-day program of Libertas College Prep, the Head of School will be responsible for communicating frequently with the Board of Directors who govern the school. Each month the Head of School will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which will be publically announced and held in full compliance with the Brown Act. To enable the Board to carry out their duties, the Head of School will provide:

- Metrics to support fiduciary duties (summarized balance sheet, monthly income statement and projections, statement of cash flow and current Average Daily Attendance)
- Quarterly achievement data
- Capital investment plan and budget

The Board will be responsible for hiring, supporting and evaluating the Head of School, and will set the compensation for the Head of School to execute the day-to-day management of the school. To ensure the Head of School is effectively implementing the mission of Libertas College Prep, the Board will evaluate the Head of School on a yearly basis and administer one written evaluation of the Head of School and one to the personnel file of the Head of School.

Libertas College Prep will be governed by a Board of Directors that will engage in active oversight of the school. The Board will hold the mission of the school and will ensure the school carries out the terms of the charter. The Board of Directors, is accountable for the academic, financial, and operational success of the school, and is responsible for providing financial oversight of the school. As such, the Board will select a Treasurer with professional experience in finance and/or accounting, and will create a Finance Committee.

The Treasurer and the Finance Committee will ensure that the Board monitors the school’s finances as well as ensure that the school has robust financial and accounting systems and procedures in place. The Finance Committee will work with the School Leadership team to develop an annual budget (by May of the previous year) and present it to the full Board for review and approval. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. At the end of the fiscal year, the Board will contract with a CPA firm to conduct an audit – as required by the charter statute.

¹⁶⁴ All teachers will have a thirty minute duty-free lunch.
¹⁶⁵ The role of the Department Chairs is not to evaluate teachers. Department Chairs support teachers within their content area on the development and refinement of the curriculum and on the vertical alignment of curriculum across grades within the discipline. It is solely the responsibility of the Head of School to formally evaluate teachers.
The Board will consist of 7 to 15 Directors, will maintain an odd number of members for voting purposes, and will function in accordance with all Bylaws. The Board of Directors will have four positions to meet specific organizational needs, chosen through board elections:

**Board Chair.** The Board Chair presides at all meetings, guides the Board in the enforcement of all policies and regulations relating to Libertas College Prep, sets Board agendas, and performs all other duties normally incumbent upon such an officer.

**Board Vice-Chair.** The Board Vice-Chair fulfills responsibilities of the Board Chair in his or her absence. The Board Vice-Chair chairs or co-chairs a committee according to interest and expertise, or serves on a committee.

**Board Secretary.** The Board Secretary provides written agendas of the sessions of the full Board and the meetings of the standing committees in advance. The Board Secretary distributes to Board Members appropriate background information on subjects to be discussed 72 hours in advance of the Board meeting, prepares and provides written minutes to Board members, files approved minutes, and maintains the official list of Board Members in accordance with procedure.

**Board Treasurer.** The Board Treasurer has knowledge and understanding of financial accounting for nonprofit organizations. Responsibilities include serving as financial officer of the organization and as chair of the Finance Committee. The Board Treasurer manages, with the Finance Committee, the Board’s review of and action related to the Board’s financial responsibilities including working with management to ensure that complete financial records are available if requested by auditors, the district, or other entitled parties. The Board Treasurer works with the Head of School and financial back office vendor as hired to ensure that appropriate financial reports are made available to the Board on a timely basis and assists the Head of School in preparing the annual budget to the Board for approval.\(^{166}\) Annually, the board will conduct a formal evaluation of all vendor contracts using a standard evaluation template. The board will conduct the evaluation at the midpoint of the fiscal year, no later than January 31, to determine if they anticipate renewing a contract for the following year and then again at the end of the contract term. The board will solicit the input of the Head of School within the evaluation process.

**Board Committees**

The Libertas College Prep Board of Directors will include five initial committees, detailed below:

- **The Governance Committee** will be responsible for ensuring the Board’s compliance with all rules and regulations, and for maintaining and developing a healthy Board membership.
- **The Finance Committee** will be responsible for providing financial oversight of Libertas College Prep and ensuring that the school can provide for its educational and support programs in a fiscally responsible way.
- **The Development Committee** will be responsible for building community support and ensuring that Libertas College Prep attracts the necessary financial resources to remain viable.
- **The Facilities Committee** will be dedicated to identifying and acquiring Libertas College Prep’s initial facility, as well as determining short-term and long-term plans for acquiring a permanent facility as the school reaches capacity.
- **The Academic Achievement Committee** will be responsible for working with Libertas College Prep’s Head of School to analyze academic progress and ensure that the school is meeting the

\(^{166}\) We intend to contract with ExED, a non-profit provider of charter school business management services. ExED will work closely with the Head of School and the Board Treasurer in preparing the annual budget.
stated academic accountability goals of its charter application, as well as any additional measures of academic success that the board and school leadership establish and deem appropriate.

**Governing Board Composition and Member Selection**

**Helen Chung** is a freelance communications and public relations professional with more than 20 years of experience with public and private sector organizations. As principal of H2 Communications she has consulted clients such as Hyundai Capital, The Martinez Foundation and Mountain Madness. Ms. Chung’s broad communications experience includes executive leadership roles in Corporate and Agency communications, working with major global brands such as T-Mobile, LG Mobile, Dell, Cisco and Starbucks. She also served as a media spokesperson for publicly traded companies as well as the Governor of the State of Washington. Early in her career, she was as a writer, producer and reporter for CBS and NBC network affiliates, and worked as a producer and field producer for CNN. Ms. Chung and her husband have two elementary school-age children. She decided to freelance fulltime to spend more time with her children and pursue her passion for quality public education. She holds a Bachelor of Arts from the University of Colorado-Boulder.

**Mariam Javaheri**, a Southern California native, brings legal expertise. An associate for Bingham McCutchen LLP, she represents public and privately held companies, private equity firms and their portfolio companies in acquisitions, securities, finance, mergers and other corporate transactions. While in law school at the USC Gould School of Law, Ms. Javaheri was a staff member of the Southern California Interdisciplinary Law Journal and took part in the Legal Aid Alternative Break program. Ms. Javaheri earned a Bachelor of Arts from the University of California, Los Angeles.

**Stephanie Hurder**, PhD brings to the board a strong background in financial oversight. She is concluding a year as a Postdoctoral Associate in Applied Economics at the MIT Sloan School of Management and, from August, will be a Consultant at the Boston Consulting Group in Los Angeles. Dr. Hurder's research at Harvard and MIT has focused on educational attainment and family and career outcomes for people with a secondary education. She has held positions at Bank of America Merrill Lynch, Microsoft Research, Harvard Business School, and the National Bureau of Economic Research. For two years, she served on the Board of the Harvard Pierian Foundation, the Alumni Foundation of the Harvard-Radcliffe Orchestra. Dr. Hurder holds a Bachelor of Arts in Mathematics and Economics, a Master of Arts in Economics, and a Doctor of Philosophy in Business Economics, all from Harvard University.

**Tom Musgrave** is a consultant with broad experience teaching and managing in the Los Angeles community. After graduating from Duke University with a Bachelor of Science in Biomedical Engineering, Mr. Musgrave taught chemistry and AP chemistry at Dorsey High School as a Teach For America corps member before joining Teach For America's national staff Program Director supporting teacher development in the Los Angeles and Miami-Dade regions. Mr. Musgrave received his Master in Business Administration from Harvard Business School and has since returned to Los Angeles area, where he works for Bain & Company.

**Eleisha Nelson** brings extensive knowledge in K-12 instructional oversight. She is Associate Director, Resident Training for The Broad Residency in Urban Education. In this role, she is responsible for the design and execution of curricula for the residency professional development sessions. Prior to joining The Broad Center, Ms. Nelson worked for Cypress-Fairbanks Independent School District in Houston, Texas where she served Assistant Director of Curriculum-Community Programs, a curriculum writer, professional developer, classroom teacher, and instructional coach. In addition, Ms. Nelson served as a consultant for the Educational Testing Services as an item writer for the TAKS reading assessment and worked with Greenwood/Heinemann to provide feedback on K-12 education manuscripts and book
proposals submitted for publication. Ms. Nelson holds a Bachelor of Arts in English and Spanish from Rice University and a Master of Education in Curriculum and Instruction from the University of Houston.

**Pedro Noyola** brings to the Board a broad range of accounting knowledge, governance experience, and non-profit development. He was a founding Board Member of Reality Changers, a mentoring and tutoring organization in San Diego whose mission is to build first generation college students, where he served as Treasurer, CFO, and Finance Committee Chairman. In this role, he developed the healthy financial structure that allowed the organization to grow two hundred percent in a three year period. Mr. Noyola began his career at Deloitte and has built and led organizations for Kleiner Perkins Caufield & Byers funded companies. Currently Mr. Noyola is a client executive for Telogis, a software service provider. He is a CPA (inactive) and earned both a Bachelor of Arts and Master of Public Administration in Accounting from the University of Texas at Austin, as well as a Master in Business Administration from Harvard Business School.

**Travis Sowders** offers a unique combination of business oversight and education technology experience. As Director of K12 Solutions Marketing for Blackboard Inc. he is responsible for developing customer-centric solutions bundles for a wide range of edtech issues that American schools and districts face, including Common Core implementation, blended and online instruction, and 1:1 tablet/laptop programs. Prior to Blackboard, Mr. Sowders worked in crisis communications at Sprint Nextel and in politics on Capitol Hill. He has a Bachelor of Arts degree from Princeton and Master of Business Administration from UCLA.

**Board Selection Criteria and Process**

Given the rigorous expectations of participation in governance, recruitment of the highest caliber Board members is essential. All potential candidates will be recruited through referrals from current board members and selected according to the Board’s strategic needs to maintain a diverse portfolio of professional backgrounds, the candidates’ alignment with Libertas College Prep’s mission, and a commitment to two years of service.

The Libertas College Prep nominating committee, known as the Governance Committee, will present potential Board members and officers for election by the Board of Directors in accordance with our Bylaws which can be found in [Tab 7](#).

Directors will serve a term of three years from the date of their appointments, or until their successors are seated. No Director will serve more than two consecutive three-year terms. Directors will serve staggered terms to balance continuity with new perspective. All qualified board candidates, nominated by the Governance Committee, will be elected through a majority vote of the seated Directors. As outlined in our Bylaws found in [Tab 7](#), a Director may resign at any time by filing a written resignation with the Chair of the Board. A Director elected to fill a vacant seat will be elected for the unexpired term of his/her predecessor.

The Board may remove any Officer or Director with or without cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons have been mailed by registered mail to the Officer or Director proposed for removal at least thirty days before any final action is taken. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The Officer or Director will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.
Governance Procedures and Operations

Board members are elected by the Board and meet once a month for at least ten months out of the year. Board agendas are mailed to Board members prior to each monthly meeting. All meetings of the Board of Directors and Board committees will be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”), Chapter 9 (commencing with Section 54950 of Division 2 of Title 5 of the California Government Code). Robert’s Rules of Order will govern the conduct of all meetings of Libertas College Prep. Board meeting notices, agendas, and records of governing Board actions will be posted on the school website and in open and accessible public areas of the school such as in front of the school office. The Board Secretary of Libertas College Prep will keep adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board. The Board Secretary will keep minutes for regular and special meetings and will record all actions taken by the Board of Directors. Minutes of the previous meeting will be included in the following month’s agenda and all recorded minutes will be archived, will be kept at the school and will be accessible to the public upon request.

Stakeholder Involvement

Parents provide critical input to the Board and to the school’s management. While a seat will not be reserved on the Board for a parent representative, it is essential that parents and families are involved and invested in the success and growth of the school, and that their input is noted by the Head of School and the Board of Directors from the broadest family involvement possible.

Strategies for gathering familial input include:

- Creation of a Libertas College Prep Parent and Family Association with advisory input to the Board of Directors and Head of School
- Invitations to parents and families to attend regular Board meetings
- Posting of Board agendas in a standardized location within the school and on Libertas College Prep’s website
- Posting of Board minutes in a standardized location within the school and on website
- Libertas College Prep will solicit parent input and feedback on the school’s policies and practices regarding EL students and students with IEPs to be measured by the Special Education Parent Survey distributed by the Division of Special Education and the English Learner Needs Assessment Survey
- End-of-Year LAUSD School Climate Survey
- Monthly cafecitos, informal parent meetings, with members of school leadership

The Parent and Family Association is a partnership between parents and school leaders, allowing families to highlight successes, share challenges, and contribute to the school community through fundraising, organizing parent volunteers, and developing or requesting specific workshops for parents and community members. It is a voluntary group that is open to all parents who are interested in taking part.

The Head of School, along with the elected parent liaison\textsuperscript{167}, will lead the parent orientation\textsuperscript{168} and clearly

\textsuperscript{167} The members of the Parent and Family Association will elect a parent representative to lead the parent orientation. During the Founding Year prior to the first year of operation, the Head of School will select a parent volunteer to help with the Parent and Family Association orientation. The Parent and Family Association will then elect their representative in November.
outline the expectations for parental involvement. The Head of School will work closely with the Parent and Family Association parent representative to organize monthly meetings. During the monthly meetings, parents are invited to attend and participate in conversations with the school leader about the overall success of the school as well as any challenges they may be facing or improvements they would encourage.

168 Parent orientations occur before the start of the academic school year. This will ensure that the parent group is able to develop a calendar of events, decide on meeting dates, and begin working on behalf of the school and our students on day one.
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 employee positions at Libertas College Prep maximize the number of instructional staff and provide strategic operations support to create a calm, efficient environment in which strong instruction is prioritized.

Due to the dynamic nature of the slow growth design, job summaries, position descriptions and explicit role responsibilities may be altered to adjust to the needs of our students.\(^{169}\) As the school reaches full capacity, the role of each employee will be more discretely defined.

The following chart outlines the employee positions required at each stage as Libertas College Prep adds additional grades each year.

- **Year One:** Head of School, Director of Operations, Office Manager, General Education Teachers, Resource Specialist, PE Aide\(^{170}\)

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\(^{169}\) Although staff job descriptions may vary, all staff will remain within his or her certified responsibilities.

\(^{170}\) The role of the Director of Operations is serving as the on-site financial manager starting in Year One and will be working in concert with ExED to manage the daily fiscal operations.
• **Year Two:** Head of School, Director of Operations, Office Manager, General Education Teachers, Resource Specialist, Physical Education Teacher

• **Year Three:** Head of School, Director of Operations, Director of Curriculum and Instruction, Office Manager, General Education Teachers, Resource Specialists, Physical Education Teacher

**General Qualifications**

All employees must provide:

- A negative Mantoux Tuberculosis (TB) test
- A full disclosure statement regarding prior criminal record
- Documents establishing legal employment status
- Contact information for at least two (2) professional and one (1) personal reference

All members of the Libertas College Prep faculty and staff must possess a firm belief in and adherence to our college preparatory mission. All faculty and staff must also possess exemplary personal character, essential professional qualifications, and the utmost professionalism in all school-related activities. Regardless of their position, all candidates for employment at Libertas College Prep will consistently demonstrate:

- Unwavering belief in Libertas College Prep’s college preparatory mission for all students
- Embodiment of FIRST values: Focus, Integrity, Respect, Self-Determination, Teamwork
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest conversations about job performance
- Value of continual learning
- Commitment to excellence and high standards for themselves, students, and colleagues
- Experience working with urban student populations
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Facility with basic Microsoft Office applications
- Regular, punctual attendance and professional appearance

Libertas College Prep will maintain current copies of all teacher credentials which will be readily available for inspection. The Head of School will verify the accuracy of all teacher credentials.

**Job Descriptions of Key Personnel**

The following job descriptions, which outline the key positions at the school, including their qualifications and responsibilities, will be revised as necessary to reflect the needs of the school.

**Head of School**

The Head of School of Libertas College Prep is directly accountable to the Board of Directors for the academic success, mission advancement, financial stability, and organizational health. The Head of School will oversee the Director of Curriculum and Instruction, Director of Operation, Grade Level Leaders, and all instructional staff.
The Head of School will report directly to the Board of Directors and will provide ongoing reports to the Los Angeles Unified School District.

Qualifications
- Master’s Degree preferred, and a minimum of 3 years of teaching experience, instructional expertise with meeting the needs of similar student populations in urban areas
- California teaching certification and Administrative credentials will be favorably considered and not required
- Demonstrated classroom success on both internal and national assessments
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles
- Training or relevant experience in school management
- Experience having led teachers preferred
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
- Student-focused leader committed to working directly with the development and implementation of a standards-based curriculum that uses data to drive instructional decisions toward student achievement and success
- Reflective leader, able to recognize strengths and weaknesses and proactively works to address weaknesses
- Strong communicator capable of effectively addressing various stakeholders within the Los Angeles community
- Critical thinker, problem solver, committed to realizing the school’s mission and success
- TB Clearance

Job Expectations
The Head of School must be prepared to successfully carry out many different tasks, including, but not limited to the following:
- Provide daily school leadership, including all instructional, operational, and financial components
- Work with the Board of Directors and its Committees to ensure academic, financial, and organizational success
- Work with the Board to conduct fund development work as needed
- Provide timely reports to the Board and all external entities as required
- Conduct student recruitment and oversee enrollment and implementation of a public lottery, when needed
- Recruit, hire, supervise, train, and evaluate high quality staff
- Lead high quality professional development for teachers and support staff
- Develop and manage the leadership team
- Analyze student achievement data to maximize student achievement
- Monitor progress of students with special needs and EL students
- Monitor implementation of IEPs and evaluate effectiveness of Special Education and EL Program
- Build and sustain a school culture based on the school’s FIRST values
- Communicate effectively with all stakeholders
- Create structures for and oversee meaningful parental involvement
- Ensure the physical and emotional safety of all students and employees
- Develop internal and external goals
- Engaging in professional growth opportunities
- Evaluate school performance on multiple measures and adjust programs accordingly to maximize achievement
- Serve as the school’s primary spokesperson
- Ensure that the school follows all applicable District policies and State and Federal laws

**Director of Operations**

The Director of Operations will manage day-to-day operations for Libertas College Prep with responsibility in the areas of human resources, student data, compliance, and working closely with a back office provider. The Director of Operations will report to the Head of School and will work to support the schools’ mission and culture of achievement.

**Qualifications:**
- 3-5 years experience in operations, human resources, and/or administration
- Excellent project management, organizational, and budgeting skills
- Comfort with working in a fast-paced, entrepreneurial environment and for a non-profit
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook required
- Extraordinary attention to detail
- Results-oriented team player who is dedicated to getting the job done
- Initiative and leadership skills
- Excellent ability in multi-tasking
- Bachelor’s Degree required
- Experience in non-profit/education field a plus
- Unquestioned integrity and commitment to Libertas College Prep’s mission

**Job Expectations**
- Ensure all human resource tools, practices, and policies are updated and consistent with legal requirements
- Work closely with back-office provider
- Coordinate federal forms, checks, payroll and benefits for Libertas College Prep staff
- Maintain an organized, highly detail-oriented account of all invoices, receipts, and transactions.
- Manage student and financial data for all reporting entities and requirements, including but not limited to: No Child Left Behind; Special Education; the National School Lunch Program
- Manage information technology systems to ensure complete and up-to-date data
- Ensure compliance with all requirements of Los Angeles Unified and the Charter Schools Division
- Develop and maintain relationships with the school’s banking partners and vendors
- Coordinate the food services for the school
- Prepare vendor checks
- Manage all members of the school’s operations team
- Manage federal programs, including the application, management, and reporting on the use of public funds
- Serve as a full-time and engaged member of Libertas College Prep’s staff, including accompanying students on field lessons, assisting with student recruitment and enrollment and enrichment activities, and working with other staff members to ensure fulfillment of Libertas College Prep’s mission
**Director of Curriculum and Instruction**

The Director of Curriculum and Instruction will start in year 3 and be responsible for providing instructional leadership to teachers and support staff to ensure the ultimate academic success of the school. The Director of Curriculum and Instruction is responsible for overseeing and supporting teachers, informing the Head of School’s evaluation of teachers, and reports directly to the Head of School. An ideal candidate will have at least 5 years of instructional knowledge and success. At Libertas College Prep, the Director of Curriculum and Instruction will have at least two or more years of urban teaching experience. This allows for a DCI candidate with several years of experience teaching in suburban school districts who will need least two years of teaching experience in an urban setting prior to consideration for the role.

**Qualifications**

- NCLB Highly Qualified
- TB Clearance
- CA teaching credential, highly qualified according to NCLB, and demonstrated expertise
- Knowledge regarding California Middle School State Standards and Common Core
- Experience in education, strategic planning, and staff development
- Marked success with quantifiable and objective student performance gains that surpass state and local district averages
- Bachelor’s Degree required; Master’s or advanced degree preferred

**Job Expectations**

- Commit to the mission and vision of the school
- Mediate and manage conflicting demands of the teaching staff
- Be highly organized and self-sufficient
- Differentiate training and action plans for teachers with varying degrees of expertise and performance
- Set and monitor the teaching schedule for the core faculty
- Develop school systems and structures that maximize student learning
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators through an academic achievement dashboard
- Monitor the grading policy
- Design the school’s academic standards, benchmark assessments, and curriculum
- Coordinate the administration of the SBAC, CELDT, and other state and national norm-referenced tests
- Implement and run Professional Development Data Days for Teachers as well as Taxonomy trainings
- Work closely with Teach For America or other agencies to manage any and all corps members employed at the school

**Resource Specialist**

The Resource Specialist will be responsible for maintenance of records for special needs students, oversight of the IEP process, and will be the primary person responsible for ensuring that students with special needs receive the appropriate accommodations and/or modifications within the classroom and any
additional services as required by the IEP. The Resource Specialist (RSP) also provides direct special education services to students as needed. The Resource Specialist reports to the Head of School and works closely with the Director of Curriculum and Instruction.

**Qualifications**

- NCLB Highly Qualified
- TB Clearance
- Bachelor’s Degree required; Master’s Degree preferred
- Certified Special Education teacher
- Experience working with students with special needs
- Knowledge about the IEP process and experience working with teachers to implement the accommodations and modifications detailed in the IEP
- Success working with students with special needs
- Belief that all students can learn at the highest academic levels

**Job Expectations**

- Serve as the point of contact for all matters involving special education due process
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed with regards to special education
- Create and coordinate an annual schedule for IEPs
- Train and lead teachers in professional developments regarding special education and Student Success Team procedures
- Facilitate review of intake assessments for incoming students
- Facilitate the evaluation/reevaluation process
- Coordinate push-in and pull-out schedules with special education instructional consultants and general education teachers
- Ensure compliance with all Federal and District SPED regulations regarding parent consent
- Work directly with general education teachers on issues that may arise in classroom settings
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Maintain up-to-date Welligent records
- Provide Welligent data analysis for all Modified Consent Decree meetings
- Assist with interviewing of special education teachers and related service professionals
- Provide direct student services as needed

**Teachers**

Teachers are the most critical lever that Libertas College Prep has to ensure the success of the academic program and student achievement. Teachers will report to the Head of School.

**Qualifications**

Pursuant to Education Code 47605 (l) all core content teachers at Libertas College Prep will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with Education Code Section 47605 (l) for teachers in non-core courses.

- Bachelor’s Degree
• NCLB Highly Qualified
• CA teaching credential highly qualified according to NCLB
• Two years of urban teaching experience preferred
• Background Clearance from FBI/DOJ
• TB Clearance
• Highly professional
• Willingness to engage in frequent dialogue and to be self-reflective with regard to teaching practices
• Commitment to analyzing student data to push student achievement forward
• Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
• Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

**Job Expectations**

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

**Teacher Leadership Roles**

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

**Grade Level Leaders**

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

**Role Expectations**

• Led parent workshops focused on school culture
• Analyze grade level culture data such as merits and demerits and FIRST core value reports
• Develop action plans, in concert with the grade level team, to address culture trends at the grade level
• 7th and 8th grade Grade Level Leaders develop the curriculum for High School Prep for which they receive a summer curriculum stipend
• Grade Level Leaders receive $1,000 stipend for their additional duties as well as a teaching schedule with limited non-instructional duties

Department Chairs
The Department Chairs will provide content expertise and oversee the development of their subject area across the grade span. There will be Department Chairs in English, Social Science: History, Science and Math for a total of four Department Chairs.

Role Expectations
• Review and support the development and refinement of unit plans
• Ensure sound vertical alignment across the grade levels within the department
• Ensure that unit plans align with scope and sequence
• Lead content level meetings and content planning sessions
• Analyze content data across the school from diagnostics and interim assessments
• Department Chairs receive $1,000 stipend for their additional duties as well as a teaching schedule with limited non-instructional duties. The Department Chairs are also offered the summer curriculum development stipend

Physical Education Aide
Physical Education is critical to ensuring that the whole child is being educated and that attention is paid to a sound body and sound mind. The Physical Education Aide will report to the Head of School.171

Qualifications
Pursuant to Education Code 47605 (l) all teachers at Libertas College Prep will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with Education Code Section 47605 (l) for teachers in non-core courses.
• High school diploma required; some college credits preferred
• Two years of urban teaching experience in either a certificated or a non-certificated capacity is preferred. Experience teaching Physical Education in an urban setting is preferred though California teaching certification is not required. Candidates transitioning from after school programs, other states, or private school settings may be considered.
• Background Clearance from FBI/DOJ
• TB Clearance
• Highly professional
• Willingness to engage in frequent dialogue and to be self-reflective with regard to teaching practices
• Commitment to analyzing student data to push student achievement forward

171 This role is designed for Y1 of the school’s operation. There is opportunity to be hired on full time starting Y2.
● Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
● Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

Job Expectations
● Teach three classes, four days a week
● Plan, implement, and execute engaging and rigorous daily standards-based lessons to ensure that all students are meeting the standard for the physical education Presidential Fitness testing
● Assess students frequently through formal and informal measures
● Create written or performance based unit assessments
● Reinforce school-wide rules and expectations
● Complete other tasks as directed by the Head of School and Director of Curriculum and Instruction as hired
● Identify students who are academically at risk and initiate effective intervention strategies
● Communicate frequently with parents
● Provide supervision at lunch and/or recess as assigned in order to maintain student safety

Office Manager
The Office Manager is hired by the Head of School and reports directly to the Director of Operations. He/she assists the Director of Operations in implementing the systems and structures in place for the day-to-day running of the school. The Office Manager provides secretarial support to the Director of Operations, overseeing the day-to-day school office activities, monitoring assigned activities, and providing information, recommendations and/or directions as may be requested.

Qualifications
● High school diploma required; some college credits preferred
● TB Clearance
● Commitment to upholding and implementing Libertas College Prep’s mission
● Steadfast belief that all students deserve access to a rigorous, college-preparatory curriculum and ultimately, access to a college of their choice
● Initiative
● Professional demeanor and strong interpersonal skills
● Strong work-ethic
● Detail-orientation
● Fluent written and spoken Spanish required

Job Expectations
● Support Director of Operations in maintaining an organized, highly detailed account of all invoices, receipts, and transactions
● Work closely with the Director of Operations
● Maintain non-instructional supplies
• Assist in student recruitment and enrollment
• Create a welcoming front office environment for students and families
• Monitor petty cash receipts and documentation
• Coordinate the food services for the school
• Monitor the front desk and main school phone line
• Manage student file system
• Complete other tasks and duties as required by the Director of Operations and Head of School
• Assist the Director of Operations in maintaining school’s student information system
• Assist with school-wide projects

**Director of Alumni Affairs**

As a college preparatory middle school, the Director of Alumni Affairs is a key role to ensuring the long term impact of our mission that all our students are on a path to college after they leave our school. The Director of Alumni Affairs will report to the Director of Operations.172

**Qualifications**

- Bachelor’s Degree
- Background Clearance from FBI/DOJ
- TB Clearance
- Highly professional
- Willingness to engage in frequent dialogue and to be self-reflective with regard to teaching practices
- Commitment to analyzing data to push personal effectiveness forward
- Ability to work with a variety of stakeholders including parents, high school counselors, college admissions staff, and nonprofit programs
- Firm belief that all students should go to college

**Job Expectations**

- Maintain an active database with all Libertas College Prep alumni with contact information and up to date student grades
- Monitor student grades, identify red flags, and follow up with students in person or over the phone
- Meet with Libertas alumni high school counselors and advisors
- Identify strong college counseling services available to Libertas College Prep alumni
- Provide quick and accurate responses to parent questions regarding the college application process
- Lead voluntary workshops for students and families as the college admissions process begins
- Liaise with local community colleges and Los Angeles City College to advocate for alumni to enroll in programs that will support direct transfers to California State schools or University of California schools

172 The Director of Alumni Affairs is not reflected in the budget as it is a role that is contingent upon being funded through grants and fundraising.
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.

Facility Assurances and School Safety Plan Assurance

The address of the facility is not yet determined. Libertas College Prep intends to locate in the neighborhoods of Exposition Park and University Park. We will work closely with a financial back office vendor to ensure that all financial requirements, including all reporting elements, are managed efficiently and fully, including those involved with facility leasing, renovation, and/or purchase. If authorized, Libertas College Prep will submit an application for Proposition 39 space to the Facilities Division of the Los Angeles Unified School District.

Facility Safety

Libertas College Prep will test all sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they remain in an operable condition.

Fire, Earthquake, and Evacuation Drills

Libertas College Prep students and staff will participate in frequent earthquake drills, fire drills, and at least one lock-down drill annually.

Staff members will be trained by the Head of School in year one and by the Director of Operations in all subsequent years during summer orientation on the school safety plan and before the first day of school each year. The school safety plan outlines all procedures to be followed in case of an emergency. Staff members are responsible for ensuring the safety of their students and as such will be trained to the highest degree possible regarding fire, earthquake and evacuation procedures.

Health and Safety Procedures

Libertas College Prep will develop and implement health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts.

The health and safety policy will be reviewed, updated, and approved annually by the Board and disseminated annually to staff, students, and parents.

Furthermore, Libertas College Prep will provide the policy to the Los Angeles Unified School District at least 30 days prior to operation. The following outlines the health and safety policies of Libertas College Prep.

Food Service and Other Auxiliary Services Safety

Libertas College Prep may contract with an outside agency for its food service needs. Libertas College Prep will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Libertas College Prep will ensure that its auxiliary
services such as food services, transportation, and custodial services are safe and free from hazardous materials.

**Background Checks**

All documentations of completed background check and associated reports will be maintained in secure files by the Head of School and available for inspection by appropriate authorities as required.

**Mandated Reporters**

All staff members, certificated and non-certificated, are mandated reporters and are expected to report any suspicions, knowledge, or observation of abuse of a child. All staff members, new and returning, will undergo Mandated Reporter training each summer prior to the start of the school year. The Head of School will conduct the training annually during summer professional development to ensure that all staff are aware of their duties as mandated reporters. The Head of School may choose to bring in outside trainers from the Department of Children and Family Safety to provide additional resources for all staff members. Charter School will adhere to and abide by all applicable reporting laws, as well as the same policies and procedures used by the District.

**Medication in School**

Libertas College Prep will adhere to *Education Code Section 49423* regarding administration of medication in school.

**CPR Training**

All instructional, certificated and credentialed, staff and school leadership at Libertas College Prep will be CPR and first aid certified. Libertas College Prep will employ the Red Cross or other appropriate group to train and certify staff during summer professional development each year.

**Drug Free/Alcohol Free/Smoke Free Environment**

Libertas College Prep will be a drug, alcohol, and tobacco free workplace.

**Certificate of Occupancy Assurance**

Libertas College Prep assures that a site will be secured with an appropriate Certificate of Occupancy prior to school opening.
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.

In anticipation of charter authorization, Libertas College Prep has created a recruitment plan, meant to inform families in the area of the enrollment process at Libertas College Prep. If authorized, we will implement this plan to ensure we are fully enrolled with 144 students in grades four and five prior to our proposed August 2015 opening.

Planned outreach will take place from authorization until April 2015; activities include, but are not limited to:

- Development of all marketing materials (including flyers, posters, and websites) in English and Spanish
- Mailers to families within the proposed catchment area in both English and Spanish
- Use of a flyering service in a 10-block radius from the future facility location

173 Should there be need for additional languages based upon the needs of the community, we will provide further translations.
Information sessions and flyer distribution at local community meetings and events, including:

- Neighborhood council meetings: Voices of 90037; Community and Neighbors for Ninth District Unity (CANNDU); Southeast/Central Avenue Neighborhood Council; the North Area Neighborhood Development Council
- Chamber of Commerce meetings: Latino Business Chamber of Greater Los Angeles; Greater Los Angeles African-American Chamber of Commerce; Korean-American Chamber of Commerce
- Neighborhood watch meetings

Information sessions and flyer distribution at local community organizations and centers that work with youth, families, and adults, including:

- Challengers Boys and Girls Club
- The Children’s Collective, Inc.
- Coalition of Mental Health Professionals, Inc.
- Branches of the Los Angeles Public Library: Vermont Square Branch Library; Junipero Serra Library; Vermont Square Branch Library; John Muir Library
- CSU Produce Stand
- The Coalition for Responsible Community Development
- Community Financial Resource
- Concerned Citizens of South Central
- A Place Called Home
- Los Angeles Local Initiatives Support Corporation (LISC)
- Esperanza Community Housing Coalition
- St. John’s Well Child and Family Center
- The South Central Family Health Center
- The Figueroa Corridor Coalition
- Community Build, Inc.

Information booths and flyer distribution at local businesses, laundromats, grocery stores, WIC centers, libraries, restaurants, community events, fairs, carnivals, shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes

Advertisements in local media, including:

- Newspapers, including: The Los Angeles Times; The Daily News; The Los Angeles Sentinel; Hoy; La Opinion
- Newsletters, church, and community bulletins, including: The Los Angeles Wave; The Newton Community Police Department Bulletin; University Park Family
- Radio stations, including Spanish-language outlets such as 93.9 and 96.3 FM and 930 and 1020 AM

In addition to informational materials in English and Spanish, Libertas College Prep will provide in-person translation services at information sessions and events. We will work with local community development organizations, such as the Local Initiatives Support Corporation (LISC) and the Coalition for Responsible Community Development (CRCD), to provide translation services as needed.

As described in our community description in Element 1, and in our recruitment plan described above, Libertas College Prep seeks to serve the families of South Los Angeles, with a particular emphasis on the underserved communities of Exposition Park and University Park (zip codes 90037 and 90007, 174

174 A list of WIC centers in South Los Angeles can be found through the South Los Angeles Health Projects homepage: http://www.slahp.org/
approximately). The local population has a high Hispanic/Latino and African-American demographic, as well as a high socioeconomically disadvantaged population, as shown in the table below.\textsuperscript{175}

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Hispanic/Latino</th>
<th>African-American</th>
<th>White</th>
<th>Asian</th>
<th>Families with Children Below the Poverty Level\textsuperscript{176}</th>
</tr>
</thead>
<tbody>
<tr>
<td>90007</td>
<td>54.2%</td>
<td>11.2%</td>
<td>17.1%</td>
<td>15.9%</td>
<td>43.7%</td>
</tr>
<tr>
<td>90037</td>
<td>75.4%</td>
<td>21.5%</td>
<td>1.1%</td>
<td>.8%</td>
<td>48.3%</td>
</tr>
</tbody>
</table>

Since Libertas College Prep plans to be located in or near Exposition Park and University Park and its intentions are to recruit and work with students from those neighborhoods, outreach efforts will be targeted in that geographic area. This will ensure that Libertas College Prep’s racial and ethnic balance is reflective of the District schools nearby.

\textsuperscript{175} All data derived from Healthy City: [www.healthycity.org](http://www.healthycity.org). Data reflects results from the 2010 U.S. Census.

\textsuperscript{176} Data derived from Fact Finder: [http://factfinder2.census.gov](http://factfinder2.census.gov). Data reflects results from the U.S. Census Bureau, 2008-2012 American Community Survey.
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.

**Specific Admission Requirements**

Libertas College Prep is an open enrollment, tuition-free public school with no specific requirements for admission. We will admit all pupils who wish to attend the school as outlined in Education Code, Section 47605(d)(2)(A). To be included in the admissions process, families must submit an application, which will include the student’s name, grade, birthdate, and contact information.

In accordance with California Education Code 47605(d)(2)(B), Libertas College Prep will hold a random public drawing should the number of students applying for school admission exceed the number of spaces available in any given grade. All current students will be exempt from this process.

Preference for available spaces will be given in order of the following:

- Students who reside within the boundaries of the Los Angeles Unified School District
- Siblings of currently enrolled students
Children of Founding Parents, teachers, and staff not to exceed 10% of total enrollment in accordance with District policy on Founding Parents.\textsuperscript{177}

No other preferences shall be given in the lottery or admissions process.

**Founding Parent Requirement**

At Libertas College Prep, we believe that parents are partners on the path to college. We want to start this partnership during our founding stage and ensure that families who contribute their time and are invested in our school will be able to send their children. The designation of “Founding Parent” will be in full compliance with District Policy as adopted by the LAUSD Board of Education on February 2, 2012.

Eligibility for Founding Parents is determined by contribution of 80 hours of personal time starting April 15, 2014 through to the first day of instruction.\textsuperscript{178} There will be no contribution of funds as part of the Founding Parent commitment.

Libertas College Prep will comply with all oversight purposes and will submit required documentation to the Charter Schools Division.

**Recruiting Academically Low-Achieving, Economically Disadvantaged Students, and Students With Disabilities**

At Libertas College Prep, we serve all children. We are open to all students; however, as described in our recruitment plan (located in Element 7), Libertas College Prep is committed to recruiting English Learners (ELs), low-achieving students, economically disadvantaged students, and students with disabilities and we have targeted our recruitment efforts in Exposition Park and University Park in zip codes 90037 and 90007.

**Random Public Lottery**

In the event that the number of interested applicants exceeds the number of seats available, and in accordance with *California Education Code 47605(d)(2)(B)*, a random public lottery will be held.

**Method to Communicate to All Interested Parties the Rules to be Followed During the Lottery Process**

In the event that a lottery must be held because there are more applicants than seats available, all interested families will receive a comprehensive letter detailing the lottery process in English and Spanish and any other language needed to serve the interested families.

\textsuperscript{177} The petitioners will work with the Charter School Division staff to ensure proper documentation. [http://notebook.lausd.net/pls/plt/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/CHARTER_SCHOOLS_DIVISION/SCHOOL_DIRECTORY/CHARTER_SCHOOL_DISTRICT_POLICY/POLICY%20ON%20CHARTER%20SCHOOL%20AUTHORIZING%20LAUSD-%20REVISED%2002-07-12.PDF](http://notebook.lausd.net/pls/plt/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/CHARTER_SCHOOLS_DIVISION/SCHOOL_DIRECTORY/CHARTER_SCHOOL_DISTRICT_POLICY/POLICY%20ON%20CHARTER%20SCHOOL%20AUTHORIZING%20LAUSD-%20REVISED%2002-07-12.PDF)

\textsuperscript{178} The Founding Period is defined by the specific period during which the charter petitioner team is developing the charter school through the school’s first day of instruction. Our proposed start date is August 4, 2015 and would mark the end of the Founding Period. If there is any delayed opening, the end of the Founding Period will remain the first day of instruction, and no one may be added to the founding group after that date. [http://notebook.lausd.net/pls/plt/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/CHARTER_SCHOOLS_DIVISION/SCHOOL_DIRECTORY/CHARTER_SCHOOL_DISTRICT_POLICY/POLICY%20ON%20CHARTER%20SCHOOL%20AUTHORIZING%20LAUSD-%20REVISED%2002-07-12.PDF](http://notebook.lausd.net/pls/plt/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/CHARTER_SCHOOLS_DIVISION/SCHOOL_DIRECTORY/CHARTER_SCHOOL_DISTRICT_POLICY/POLICY%20ON%20CHARTER%20SCHOOL%20AUTHORIZING%20LAUSD-%20REVISED%2002-07-12.PDF)
To ensure the inclusion of all stakeholders and community residents who wish to attend, the random public lottery will be conducted in both English and Spanish in a location that is widely accessible and at a time that allows the greatest number of interested individuals and parties to attend. Families who submitted a completed application by the close of the enrollment period and its deadline of the first Friday in April at 5:00 PM will be notified in writing of the lottery’s date, time, location and rules. The date and time of the lottery will also be published on Libertas College Prep’s website. Parents are invited but not required to attend. The Head of School will introduce the lottery and explain the process to all stakeholders.

The Head of School will begin the lottery by acknowledging students who are given preference, including siblings and students residing within the boundaries of the Los Angeles Unified School District.

Following the introduction and outline of the lottery process and rules from the Head of School, a neutral third party will draw student names from a container until all openings are filled and all applicants have an ordered place on the waiting list, informed by the chronological selection of the lottery. By the close of the lottery, all students will have either an identified seat or an identified spot on the waiting list.

Should there not be more applicants than seats available by the close of the enrollment period on the first Friday in April at 5:00 pm, all applicants will be notified in writing that they have a seat in the school, and all families will have two weeks to confirm their acceptance of the seat by returning a signed acceptance letter. We will continue to accept applications, admitting students on a rolling and first come, first-served basis. After all seats have been accepted, we will populate our waiting list.

**Method Used to Verify Lottery Procedures are Fairly Executed**

In the event that a lottery needs to be held, it will be conducted a week following the close of the enrollment period on the second Saturday in April at 10:00 am. The lottery will be conducted at the Charter School. If the lottery is held prior to the identification of a school site before the first year of Charter School’s operation, Libertas College Prep will ensure that the location is reasonably accessible to all interested stakeholders who wish to attend.

Prior to the start of the lottery, the rules will be explained in both English and Spanish. The proposed neighborhoods of Exposition Park and University Park have a significant Latino population and as such, translation services will be provided. The rules of the lottery, including any preferences that will be given, will be distributed in writing in both English and Spanish and with other languages as needed.

The lottery will begin by identifying students given preference under the terms of California Law and the Libertas College Prep charter petition. The number of seats for students with currently enrolled siblings will be set aside. The number of seats for Founding Parents, teachers, and staff will also be set aside, up to and not exceeding 10% of available seats.

To ensure that the lottery is conducted fairly and accurately, a multi-step process is followed. The process is outlined below.

- Student names will be printed on slips of paper and placed into a box.
- Each student’s name, as drawn, will be read out loud twice by an outside, neutral party.
- When each lottery form is pulled, the chronological order in which it was pulled is recorded. A final check of the lottery’s results will be conducted by a second individual before the final results are announced.
Slips will be pulled until all openings are filled; all remaining slips will be then be pulled to populate the waitlist.

**Figure 10. Timelines for the Open Enrollment Period and Lottery**

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Timeline</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Open Enrollment Period** | First business day after January 1, 8:00 am through first Friday in April, 5:00 pm | - Families attend information session  
- Families complete application form, and submit – either in person or via mail to Libertas College Prep where it will be received by the Head of School during the planning year and by the Office Manager each successive year |
| **Random Public Lottery** | Second Saturday in April, 10:00 am | - Held if the number of applicants exceed available seats |
| **Notification of Enrollment Status** | Within three business days of the lottery | - Families will be notified, in writing and via U.S. mail, either of acceptance or place on waiting list |
| **Enrollment Acceptance** | Within two weeks of the lottery | - Families return completed acceptance form |
| **Family Orientation Meetings** | Held in May, June, and August | - Families receive additional information about start of school year, bring completed enrollment paperwork |

**Location for the Lottery and Efforts to Ensure that All Interested Parties May Observe the Lottery**

In the event that the lottery cannot be held at the Charter School, Libertas College Prep will ensure that an alternate location is available. The alternate location will be accessible to all interested stakeholders, parents, and families and be within the target communities of Exposition Park and University Park. Libertas College Prep will make the public aware of any changes in location via our website, posting the notice in a public area and by calling all interested parties.

**Date and Time Lotteries Will Occur so the Most Interested Parties will be Able to Attend**

The public lottery will be held on the second Saturday in April at 10:00 am, so that most interested parties and stakeholders can attend.

**Preference to be Granted, if any, to Potential Students and Basis Upon Which Those Preferences Shall Be Granted**
In accordance with California Education Code 47605(d)(2)(B), Libertas College Prep will hold a random public drawing should the number of students applying for school admission exceed the number of spaces available in any given grade.

Preference for available spaces will be given in order of the following:

- Students who reside within the boundaries of the Los Angeles Unified school district
- Siblings of currently enrolled students
- Children of Founding Parents, teachers, and staff not to exceed 10% of total enrollment in accordance with District policy on Founding Parents.

No other preferences shall be given in the lottery or admissions process.

**Procedures to Determine Waiting List Priorities Based Upon Lottery Results**

The waiting list will be established from the pool of applicants that do not receive admission to Libertas College Prep through the random public lottery or, if no lottery is necessary, from applicants once all seats have been accepted.

Separate lotteries for each grade level will be held. During the lottery, all applicants’ names will be called. Once the number has exceeded the number of seats available within each grade level, the waiting list for that grade level will be established. The waiting list will be used to fill student vacancies before and during the school year.

**Means by Which the School will Contact the Parents/Guardians of Students Who Have Been Promoted off the Waiting List and Timelines Under Which Parents/Guardians Must Respond to Secure Admission**

At the time of the lottery or close of enrollment period if no lottery is needed, families will be notified within three days through written notice sent through the US Mail if they have an enrollment seat or if they are on the waitlist, and if on the waitlist, their specific spot on that list. All applications that are submitted after the open enrollment period will be added to the grade level waitlist in the order they are received.

If a seat becomes available during the school year, the school will contact the family of the first student on the waiting list through telephone contact and via U.S. mail and offer him or her a seat at Libertas College Prep. Should the family decline the seat by noting on the acceptance letter that they will no longer take the seat or by verbally declining the seat or fail to respond to communication within two weeks, the next student’s family on the waitlist will be contacted until the seat is filled.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Timeline</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification of Available Seat</td>
<td>Within three business days of the seat becoming available</td>
<td>● Families will be notified, through phone contact and via U.S. mail, of acceptance</td>
</tr>
<tr>
<td>Enrollment Acceptance</td>
<td>Within two weeks of the seat becoming available (Acceptance Letter will be time-stamped with clearly marked dates for the end of the two week period when the seat is filled)</td>
<td>● Families return completed acceptance form by the clearly marked date for the end of the two week period. If mailed, letter must be post marked by...</td>
</tr>
</tbody>
</table>
Acceptance Letter must be post marked or at the school office) this date, or it must be submitted in person by the date.

<table>
<thead>
<tr>
<th>Family Orientation Meetings</th>
<th>Ongoing for new family throughout the school year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Families receive additional information about start of school year, bring completed enrollment paperwork</td>
</tr>
</tbody>
</table>

Waitlists will not be rolled over from year to year and all additional applicants will be added to the pre-existing waitlists through the random public lottery. All families reserve the right to ask to be removed from the waitlist. The waitlist gets refreshed each February. Families will be notified that the list will be refreshed and they will be given the opportunity to submit a new application for the upcoming lottery.

**Records School Shall Keep on File Documenting Fair Execution of Lottery Procedures**

All records of the lottery are made available, upon request, for public viewing. The school shall keep meticulous records of specific policies and procedures outlined for the lottery as well as a list of attendees, enrollment forms, established enrollment lists and waitlists. A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the charter school’s administrative office and will be readily available for inspection by District representatives.

All incoming enrollment forms will be date and time stamped to ensure accuracy and equity across all applicants.
Element 9: Annual Financial Audits

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

Libertas College Prep will be a fiscally independent, directly funded charter school.

Budgets

Each spring, Libertas College Prep will establish an annual budget, monthly cash flow projections, and a five-year financial projection. The Head of School and the Director of Operations will prepare the budget, and have the support of ExED, a financial back-office vendor. ExED provides sound assistance and guidance in a variety of areas critical to school management for over 100 charter schools in California. A proven financial consultant for more than 10 years, ExED provides a full-service business management solution, with services from accounting and internal controls to legal compliance and facilities consulting.\footnote{For more detail on ExED, please visit \url{www.exed.net}.}

The Head of School and Director of Operations, with the support of ExED, will work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year, and will also include ample reserves to accommodate cash flow challenges. A number of contingency budgets will also be prepared to provide guidance in the event of an unexpected increase in expenses (i.e. increased special education needs, increased insurance costs, unanticipated facility needs, unexpected staffing costs) or a decrease in revenue (including variables in revenue stream across the calendar).
The budget development process will begin in March of the preceding fiscal year, and will continue through the Governor’s May revisions of the California state budget. The budget and three-year projections will then be presented to the Libertas College Prep Board of Directors for discussion and approval.

The Head of School and Finance Committee, with the support of financial back-office provider ExED, will review monthly cash flow statements and will present comprehensive budget updates to the Board monthly. An ExED representative, assigned to the charter school, will be present at all monthly board meetings to answer questions and provide further clarifications as needed. The Head of School and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. Libertas College Prep places great value in being fiscally responsible. The five-year budget summary included in Tab 8 details the expenditures and revenue for the first five years of the organization. The annual budget includes estimated revenues and expenditures with ample reserves to accommodate cash flow.

The Libertas College Prep Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

**On Site Financial Management**

The Head of School of Libertas College Prep will assume the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the school’s Board of Directors. The Head of School will work with the Director of Operations to manage the day-to-day financial management needs of the school. We will contract with ExED, the premier non-profit provider of business management services for charter schools in Southern California. ExED is committed to dramatically improving public education and closing the achievement gap by supporting excellent charter schools, primarily in low-income communities.

The Head of School and/or the Director of Operations will work with the back office business support provider to manage the school’s financial operations. Services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

Libertas College Prep and our contracted back office business support provider will employ all Generally Accepted Accounting Principles (GAAP), as required by law.

**Annual Audit**

Libertas College Prep will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Head of School, Director of Operations, and Finance Committee of the Board will be knowledgeable about the California Department of Education’s audit guide (“Standards and Procedures for Audits of California K-12 Local Education Agency”) and, as required under California Education Code §47605 (b)(5)(I), the school will hire an independent auditor to complete a comprehensive, annual fiscal audit of the books and records of Libertas College Prep. The Director of Operations in concert with the Finance Committee will make all documents available for the auditor. The Board Treasurer and the Finance Committee will oversee the independent audit and share out findings to the rest of the board.

An ad hoc Audit Committee will select an appropriate auditor through a Request for Proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions,
preferably charter schools. The auditor will be approved by the State Controller on its published list as an educational audit provider.

ExED, the Director of Operations, and the Head of School will work in concert to ensure the auditor has full access to the school’s financial statements, attendance and enrollment accounting practices, and internal controls. The audit may include, but is not limited to, the following areas:

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

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit.

The audit, expected to be completed within four months of the close of the fiscal year, will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that the independent auditor plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. The audit will also include assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. The independent auditor and Libertas College Prep will prepare a financial report to be submitted to the district, the county office of education, the State Controller’s Office, and CDE.

At the conclusion of the annual audit, the auditor will report directly to the Audit Committee who will review the audit. The Head of School and the Director of Operations, along with the Finance Committee and the back office business support provider, will then review any audit exceptions or deficiencies, and resolve them in conference with the auditor to the satisfaction of the auditing agency prior to the completion of the auditor’s final report. Audit findings and exceptions will be reported to the Libertas College Prep board with any relevant explanations and the Head of School’s plan to resolve these issues. The board will approve the plan, and at the next regular board meeting, the Head of School will present each of the issues or findings and if or how it was resolved. Audit exceptions and deficiencies will be resolved to the satisfaction of LAUSD within four weeks of notice from the auditor unless otherwise agreed upon with LAUSD.

The annual audit should be completed within four months of the close of the fiscal year, and a copy of the auditor’s findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, the California Department of Education, and any other required agencies by the 15th of December.
The independent fiscal audit of Libertas College Prep is public record, and a copy of each year’s audit will be maintained in the school’s office and provided to the public upon request.
Element 10: Suspension and Expulsion Procedures

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

General Provisions

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

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

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

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

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

Students with Disabilities

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

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

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

**READMISSION**

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

**REINSTATEMENT**

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

**Gun-Free Schools Act**

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

**Discipline Foundation Policy**

Libertas College Prep believes that students learn best in a safe and structured environment. Our goal is to create a school culture that affirms positive student behavior and eliminates classroom distractions caused by misbehavior. We will clearly present the expectations for student behavior to both students and family during family orientation sessions preceding the start of school each year (in year one on July 28-30th) and during the first few weeks of school. Expectations for student behavior will be provided as written policy in the Student and Family Handbook, distributed and reviewed at annual family orientations, and reinforced with students by all Libertas College Prep teachers and staff.

Healthy school culture starts with strong classroom management in the classrooms. Teachers will be trained in strategies from Teach like a Champion to minimize student misbehavior. We will share a tiered school-wide system for positive and negative consequences.

School-wide consequences for meeting and exceeding positive behavioral expectations, include, but are not limited to:

- Merit
- FIRST evaluations at the end of each class
- FIRST champions each week
- Accrual of FIRST points, reflected in weekly reports home to parents
- Earned privileges
- Most Valuable Teammate awards
- Notice to parents by telephone
- Jeans passes
- Special FIRST value awards

Students who do not follow school wide behavioral expectations should expect consequences for their behavior, including, but not limited to:

- Demerit
- Detention served during the lunch period
- Deduction of FIRST points, reflected in weekly reports home to parents
- Loss of privileges
- Referral to the Head of School
- Notice to parents by telephone and/or letter
- Parent conference

Students who engage in any of the acts outlined in California Education Code 48900 should expect the following consequences, as explained in more detail under the **Grounds for Suspension and Expulsion**:

- Out-of-school suspension
- Expulsion

Any student who repeatedly earns detentions will be required to attend a meeting with the Head of School or the Head of School’s designee and the student’s parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but is not limited to, suspension.

**Grounds for Suspension and Expulsion**

A student will be suspended or expelled for any of the acts enumerated in California Education Code 48900 related to school activity or school attendance that occur at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or while traveling or from, a school-sponsored activity

To protect the rights of students and to ensure that students not inappropriately disciplined, Libertas College Prep will adhere to California Education Code 48900 through 48900.7, which states that a pupil shall not be suspended from school or recommended for expulsion, unless the Head of School in which the pupil is enrolled determines that the pupil has:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (applicable to first offense only).
• Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
• Committed or attempted to commit robbery or extortion.
• Caused or attempted to cause damage to school property or private property.
• Stolen or attempted to steal school property or private property.
• Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
• Committed an obscene act or engaged in habitual profanity or vulgarity.
• Had unlawful possession of, or unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
• Knowingly received stolen school property or private property.
• Possessed an imitation firearm.
• Committed or attempted to commit a sexual assault or committed a sexual battery.
• Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. Unlawfully offered arranged to sell, negotiated to sell, or sold the prescription drug Soma (applicable to first offense only).
• Engaged in, or attempted to engage in, hazing as defined in Section 32050.
• Engaged in an act of bullying as defined by Ed Code 48900 (r), and as amended by the legislature.
• Aided or abetted the infliction or attempted infliction of physical injury to another person(suspension only).
• Committed sexual harassment (grades 4-12).
• Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).
• Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12).
• Made terroristic threats against school officials, school property, or both.
• Also to be included are inappropriate acts related to electronic communications.

Libertas College Prep prioritizes a safe and secure learning environment for all students. The Head of School or designee will determine whether a student has committed an offense(s) which is (are) grounds for expulsion in accordance with the California EC Section 48915.

<table>
<thead>
<tr>
<th>Administrator Recommendation of Expulsion</th>
<th>Expellable Offenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>May Recommend Expulsion</td>
<td>Acts committed at school or school activity or on the way to and from school or school activity.</td>
</tr>
<tr>
<td></td>
<td>a. Inflicted physical injury†</td>
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<tr>
<td></td>
<td>b. Possessed dangerous objects, firearms, needles, or knives of any kind</td>
</tr>
</tbody>
</table>

† May not be expellable.
c. Possessed drugs or alcohol (policy determines which offense)
d. Sold look alike substance representing drugs or alcohol
e. Committed robbery/extortion
f. Caused damage to property
  ‡
g. Committed theft
h. Used tobacco (policy determines which offense)
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.

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 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

<table>
<thead>
<tr>
<th>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act must be committed at school or school activity.</td>
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</table>

EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.

1. Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1).
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. *EC Section 48915 (a)(2).*

3. 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.

4. Robbery or extortion. *EC Section 48915 (a)(4).*

5. 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)].

<table>
<thead>
<tr>
<th>Must Recommend Expulsion (Mandatory)</th>
<th><em>Education Code (EC) 48915(c)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Act must</strong> be committed at school or school activity.</td>
<td></td>
</tr>
<tr>
<td>1. <strong>Firearm</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>b. Selling or otherwise furnishing a firearm.</td>
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</tr>
<tr>
<td>Brandishing a knife at another person.</td>
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<tr>
<td>Unlawfully selling a controlled substance listed in <em>Health and Safety Code</em> Section 11053 et. seq.</td>
<td></td>
</tr>
<tr>
<td>Committing or attempting to commit a sexual assault as defined in subdivision (n) of <em>EC 48900</em> or committing sexual battery as defined in subdivision (n) of 48900.</td>
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</tr>
<tr>
<td>Possession of an explosive.(^\text{180})</td>
<td></td>
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</tbody>
</table>

Students are subject to mandatory expulsion from Libertas College Prep for any of the reasons as specified in the *Education Code Section 48915(c)* and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

\(^{180}\) [http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp](http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp)
Suspension Procedures

As detailed at the beginning of this Element, Libertas College Prep believes very strongly in establishing a school culture in which all students are safe and able to learn. We also believe that learning time is sacred, and that many misbehaviors can be corrected in class. However, behavior that is listed among those detailed above may warrant suspension or expulsion, which occurs through the following steps:

Step 1: Informal Conference
Suspension shall be preceded by an informal conference conducted by the Head of School or the Head of School’s designee with the student and the student’s parents within two days of the suspension. The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted within two days.

Step 2: Determination of Length and Placement of Suspension
The length and placement of the student’s suspension will be determined by the Head of School or the Head of School’s designee, based on the severity of the offense(s), as evidence by witness statements, physical evidence, and other relevant factors.

Libertas College Prep believes that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or they are at risk of harming themselves or others.

If a student poses a risk to self or others, that student may be assigned Out-of-School Suspension. The length of suspension for students may not exceed a period of five consecutive days. A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Students who have been suspended may not appear on campus nor attend any school functions while suspended. They may enter the school to take or prepare for state assessments. Students who are suspended must be assigned homework and given the opportunity to make-up missed assignments, quizzes or tests.

Step 3: Notice to Parents
Parents and Students have due process rights with regards to suspensions and expulsions. At the time of the student’s suspension, the Head of School or designee shall make a reasonable effort to contact the student’s parents by telephone or in person. Initial contact will be followed by a written notice, which will state the specific offense(s) committed by the student, as well as the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the school may require that parents must respond without delay, and that a violation of school rules can result in expulsion from school.

Expulsion Procedures

Step 4: Recommendation for Expulsion
If the Head of School recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Head of School upon either of the following findings:
a. The student’s presence will likely be disruptive to the educational process.
b. The student poses a threat or danger to others.

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Head of School finds that at least one of the following findings may be substantiated:

a. Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct.
b. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Step 5: Expulsion Hearing
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Such a hearing is to be held only if requested by the student’s parent or guardian. It will be held within 30 days of when the Head of School makes the recommendation for expulsion. The hearing will be presided over by the charter school Board of Directors. The Board shall appoint one member of the Expulsion Panel as the hearing officer to chair the panel and oversee its proceedings. The hearing will be held in closed session unless the parent or guardian makes a written request for a public hearing three days prior to the hearing. Following the hearing, a member of the charter school board will prepare a “Findings of Fact” document summarizing the grounds for expulsion and the evidence presented at the hearing. Written notice of the hearing will be forwarded to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

a. Date and place of the hearing.
b. Statement of the specific facts, charges and offense upon which the proposed expulsion is based.
c. Copy of the disciplinary rules that relate to the alleged violation.
d. Opportunity for the student or the student’s parents to appear in person at the hearing.
e. Opportunity for the student to be represented by counsel.
f. Right to examine and acquire copies of all documents to be used at the hearing.
g. Opportunity to cross-examine all witnesses that testify at the hearing.
h. Opportunity to present evidence and witnesses on behalf of the student.

During the hearing, Charter School will present evidence to justify its request to expel. The student and family or representative is allowed to ask the Charter School questions about its evidence. The student is allowed to present his or her own evidence, whether written, in person testimony, or both. Charter School can ask questions about the student evidence. Both sides present a closing statement. The board will deliberate and announce its decision. If expelled, written notice will be mailed through certified overnight postal delivery, by the Head of School to the parents of any student who is expelled. This notice will be sent within 24 hours of the hearing and will include:

a. The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
b. Whether the student has been expelled, and if not, their right to immediately return to their education program at Libertas College Prep.
c. Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student’s status with Libertas College Prep.
d. A copy of the rehabilitation plan which typically includes one or more of the following categories: 1) academic performance (i.e. maintaining a certain grade), 2) satisfactory behavior expectations (i.e. no suspensions or related disciplinary referrals), 3) other factors including counseling or other social services that will have a direct impact on remedying the identified issue.

e. The type of educational placement during the period of expulsion.

f. Notice of appeal rights and procedures.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student will return to classes at Libertas College Prep.

**Appeal of Suspension or Expulsion**

Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the Head of School. Starting in Year 3, suspensions will be at the discretion of the Director of Curriculum and Instruction. In Year 1 and Year 2, parent may appeal a suspension by requesting a review in writing to the Board of Directors within two school days of the notice of the suspension. In Year 1 and Year 2 of the school’s operation, the Board will appoint an impartial appeal panel consisting of one member of the Board of Directors and two public school employees not employed by Libertas College Prep. Starting in Year 3, when suspensions are at the discretion of the DCI, a parent may appeal a suspension by requesting a review in writing to the Head of School. During the suspension appeal, information will be reviewed including the procedures utilized, existing documentation, and any new information provided by the parent. This is to ensure that the student was afforded due process throughout the suspension process. An appeal does not halt the student’s suspension. If the suspension is overturned, the suspension will be removed from the student’s record and any remaining days will not have to be served.

In line with the process established in the *Education Code 48914*, due process for suspension is provided through a fair and impartial meeting with the Head of School or the Head of School’s designee at the time the suspension is being considered. This will include a review of the degree to which the student knew the school's rules ahead of time, has had meaningful notice of the misconduct charged, an explanation of the evidence against the student, an opportunity for the student to tell his or her side of the story and an opportunity for the family to meet with the to discuss the suspension and the suspension process. This meeting will also include an evaluation of whether the student was afforded due process throughout the suspension procedures.

An expulsion decision may be appealed within 5 business days of the Board’s decision to expel. The parent or guardian must submit the appeal in writing to the Head of School or designee along with any additional evidence; the appeal may be sent via the United States Postal Service or brought, in-person, to the Charter School. Charter School will follow all procedures indicated in *California Education Code*.
In accordance Education Code 48919.5, the appeal will be heard by an Expulsions Appeal Panel appointed by the Board. The panel thus appointed will consist of three public school employees not employed by Libertas College Prep. Neither the hearing officer, nor any member of the administrative panel, hearing the appeal shall have been the hearing officer or a member of the Board that conducted the pupil’s expulsion hearing. The appeal hearing will be conducted in a closed session unless otherwise requested by the appellant. An appeal before the administrative hearing panel to determine whether the student received a fair expulsion hearing and if due process was followed. The scope of review of the panel shall be whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. This is to ensure impartiality and fairness.

The Expulsion Appeals Hearing will follow set procedures. If there is any new information submitted by the parents to inform the hearing, they will be reviewed by the Expulsions Appeal Panel. The student and parents will have the right to counsel and may be asked to give a statement. The impartial panel will question the pupil and the Charter School. The impartial administrative panel shall prepare a recommended decision, including any findings or conclusions required for that decision.

The appeals panel can decide to reinstate the student or uphold the expulsion at Libertas College Prep. The Expulsion Appeals Panel’s final decision shall be delivered by the most expedient means of communication identified by the Parent/Guardian and student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified mail. For a student who is not reinstated upon appeal, the family will be sent written notification by the administrative panel of such within two business days of the hearing, including specific reasons why reinstatement was denied. In the event that the Expulsion Appeal Panel reverses the expulsion decision, the student shall be immediately reinstated.

The decision of the impartial appeals panel will be final.

**Access to Education During Expulsion Hearings and Appeals Hearings**

Libertas College Prep shall be responsible for the appropriate interim placement of students during and pending the completion of the student expulsion or appeals process. In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. If a student is recommended for expulsion and the student receives or is eligible for special education, Libertas College Prep shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center. In the event of an expulsion appeal, the student will remain at the alternative placement until the expulsion is overturned and the student is reinstated at Libertas College Prep.
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.” Cal. Ed. Code § 47605(b)(5)(K).

Libertas College Preparatory Charter School (“Libertas College Prep”) will make any contribution that is legally required of the employer, including Social Security and unemployment insurance. All full-time certificated employees who are eligible will participate in a 403(b). Employees will contribute the required percentage and Libertas College Prep will contribute the employer’s portion. All withholding from employees and Libertas College Prep will be forwarded to the 403(b) fund as required. Retirement reporting will be contracted out to a qualified service provider; however, the Head of School will be responsible for ensuring that such retirement coverage is arranged. Libertas College Prep shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE).

Benefits

All employees at Libertas College Prep are at-will employees. The terms and conditions for employment at Libertas College Prep will be reviewed in detail during the hiring process and offer of employment.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and Social Security will be provided by Libertas College Prep and the charter school will make the required contributions. Life, health, dental, vision, and related benefits will also be provided to all full-time employees subject to the personnel policy of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the terms of their employment with Libertas College Prep.

Assurances

Libertas College Prep will make any contribution that is legally required of the employer, including Social Security and unemployment insurance.

State Teacher’s Retirement System

Libertas College Prep shall use contributions to a 403(b) fund as its retirement plan for certificated teachers and eligible administrators. Libertas College Prep retains the option to elect the California State Teachers’ Retirement System (CalSTRS) coverage at a future date. Libertas College Prep will complete all required documentation, including an amendment to the charter to include the election of CalSTRS, prior to the effective date of coverage and before reporting contributions to CalSTRs.

Classified Personnel

Non-certificated, classified, full-time employees will be covered by 403B, Public Agency Retirement Systems (PARS), and Medicare or Social Security.

Staff Compensation and Benefits

The Libertas College Prep Board of Directors will adopt a salary schedule policy for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Head of School, based on the candidate’s experience and responsibilities.
Reporting

Retirement reporting will be contracted out to a qualified service provider such as ExED. The Head of School is responsible for ensuring that such retirement coverage is adequately arranged and appropriately reported in full accordance with all legal requirements.

Libertas College Prep shall forward any required payroll deductions and related data to the Los Angeles County Office of Education as required by Education Code 47611.3 and 41365.

Process for Staff Recruitment and Selection

We will implement the following process to ensure that we are hiring the highest quality staff:

1. The Libertas College Prep Board of Directors will hire the Head of School
2. All other staffing decisions will be made by the Head of School
3. Posting of job openings (online, newspaper, through referrals, and email)
4. Offers of employment will be extended to the strongest candidates

More information on our hiring process can be found in Element 5.

Staff Evaluations and Measurement of Performance

All Libertas College Prep staff will be evaluated by their supervisors once a year. Annual goals and objectives will be developed by each staff member and their direct supervisor. All goals will be in accordance with the mission and vision of Libertas College Prep. Staff evaluations will be based on the degree to which goals and objectives have been achieved. Each teacher at Libertas College Prep will receive three formal observations each year, one per trimester, and will be observed on a weekly basis. We believe that the end of year evaluations should be a comprehensive view of the teacher’s ability to meet his/her annual goals. Given the weekly observations and feedback, there should be no surprises at the annual evaluation.

If a staff member is having difficulty achieving his/her goals, his/her direct supervisor will provide the appropriate support and training. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Process outlined below for resolving complaints and grievances.

Due Process includes:

1) The right to just cause discipline and dismissal
2) The right to mediation and a fair hearing if necessary
3) The right to appeal before a free state arbitrator
4) The right to binding arbitration conducted by a paid arbitrator.

Grievance Process

The grievance procedure outlined here is subject to revision by the Libertas College Prep Board of Directors.

1. An employee having a grievance shall present the grievance in writing to his/her direct supervisor within 10 calendar days of the event or condition that gave rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this
procedure. The supervisor shall meet with the employee and other persons as determined by the Head of School. Efforts to resolve the grievance will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A summary of the resolution process will be included in the personnel file. If the grievance is not resolved within 14 calendar days of receipt of the Head of School, the employee may proceed to step two.

2. A Grievance Board shall be called, to be chaired by a designee of the Board of Directors. A five-member grievance board shall meet within 35 days of receipt of the grievance. Both parties will be given one hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board will be taken as a waiver of all rights under the grievance of all rights under the grievance procedure. A written decision made by the Grievance Board will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical.

**Monitoring Credentials**

Libertas College Prep will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. The Libertas College Prep Head of School or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. Libertas College Prep will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Teachers of core content areas will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

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182 All core content area teachers are required to hold a CA teaching certificate. “Flexibility will be granted only in accordance with Education Code Section 47605 (l) for teachers in non-core courses.”
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

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

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference.
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**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  - **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - **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.
  - **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and
LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

**Non-District-Owned Facilities**

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

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

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

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

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

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

The following insurance policies are required:

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

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

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

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

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

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

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

**Evidence of Insurance**

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

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

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

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

**Hold Harmless/Indemnification Provision**

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

**FISCAL MATTERS**

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

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

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

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.
Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

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

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

**English Learners**

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

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

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

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

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

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

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

**Students with Disabilities**

**Federal Law Compliance**

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

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

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

**SELPA Reorganization**

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

**Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:
• End of Year Suspension
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

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

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

• CBEDS (Including Charter Schools)

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

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

• Monthly SESAC and Suspension data (Including Charter Schools)

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

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and Measurable Goals of the Educational Program

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“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).

“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. 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)**
Charte 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**

Charte School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charte 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 providing services that are not under the direct supervision of a Charte School employee. Charte School shall maintain on file and available for inspection evidence that (1) Charte School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charte School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charte 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, Charte 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**

Charte 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. Charte School shall maintain TB clearance records on file.

Charte 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. Charte School shall maintain immunization records on file.

**SAFE PLACE TO LEARN ACT**

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

**Element 7 – Means to Achieve Racial and Ethnic Balance**

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

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

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

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

**Element 8 – Admission Requirements**

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

**McKinney-Vento Homeless Assistance Act**

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

**Non-Discrimination**

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

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

Element 9 – Annual Financial Audits

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

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

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

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to school’s Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

General Provisions

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

**Outcome Data**

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

**Rehabilitation Plans**

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

**Readmission**

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

**Element 11 – Employee Retirement Systems**

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School Attendance Alternatives**

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

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

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

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

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

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

Director/Principal
Charter School
[See Element 14]
6) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

Element 15 – Exclusive Public School Employer

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

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

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

Revocation of the Charter

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

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

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

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

Closure Action

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

Closure Procedures

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

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

**Notification of Closure Action**

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

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

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

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

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

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

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

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

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

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:
5. The effective date of the school closure

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

7. The students’ school districts of residence

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

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

3. A description of the circumstances of the closure

4. The location of student and personnel records

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

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

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

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

Notification of employees and vendors shall include:

4. The effective date of the school closure

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

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

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

**School and Student Records Retention and Transfer**

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

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

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

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

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

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

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

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

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

Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:
4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

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

6. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. 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:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District.
The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

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

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

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

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

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

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

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

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

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

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

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**
  - **(iii) Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
(iii) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

**Non-District-Owned Facilities**

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

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.
**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

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

**INSURANCE**

**Insurance Requirements**

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

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

The following insurance policies are required:

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

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

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

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

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
10. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

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

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

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

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

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

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

**FISCAL MATTERS**

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

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

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

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:
- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

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

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

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