Charter Petition

New Los Angeles Charter Elementary School

Submitted on August 21, 2015

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Los Angeles, CA 90016
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New Los Angeles Charter Elementary School (also referred to herein as “New LA Elementary” and “Charter School”) shall:

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

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

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

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

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

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

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

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

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

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

“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).)

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

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 Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School 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 Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services.

Each year, Charter School shall provide to the CSD a report on its annual 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 Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

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

Special Education Program
Charter 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 Education Code section 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 in compliance with the requirements of the MCD and applicable timelines and 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.
General Information

- The contact person for Charter School is: Matt Albert
- The contact address for Charter School is: 1919 S. Burnside Ave. LA 90016
- The contact phone number for Charter School is: 323-939-6400
- The proposed address or target community of Charter School is: Mid-City Los Angeles
- This location is in LAUSD Board District: 1
- This location is in LAUSD Local District: ESC West
- The grade configuration of Charter School is: K-5
- The number of students in the first year will be: 150
- The grade level(s) of the students in the first year will be: K-1
- Charter School's scheduled first day of instruction in 2016-2017 is: August 16, 2016
- The enrollment capacity is: 500
- The type of instructional calendar will be: Traditional, Single Track
- The bell schedule for Charter School will be: 8:10 AM - 2:40 PM
- The term of this Charter shall be from: July 1, 2016 to June 30, 2021

Community Need for Proposed Charter School

In its eighth year, New Los Angeles Charter Middle School (“New LA Middle School”) is an overwhelming success, serving 300 students in grades 6-8. New LA Middle School has outperformed its surrounding schools and LAUSD as a whole. New LA Middle School has been full with a waiting list since day one. New LA Middle School serves a student body that is over 80% low income and 95% non-White. A capable and dedicated board of directors governs New LA Middle School and the school’s families are committed and enthusiastic. Its classes are small, teachers are great, building is unique, students are safe and happy, and student scores are high. This is an example of public charter school success.

At the time of the most recent CST in 2013, every subgroup at New LA Middle School showed growth.

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>MATH</th>
<th>API</th>
<th>GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>New LA Total</td>
<td>54%</td>
<td>35%</td>
<td>760</td>
<td>+18</td>
</tr>
<tr>
<td>African American</td>
<td>55%</td>
<td>27%</td>
<td>772</td>
<td>+31</td>
</tr>
<tr>
<td>Latino</td>
<td>45%</td>
<td>31%</td>
<td>725</td>
<td>+38</td>
</tr>
<tr>
<td>White</td>
<td>88%</td>
<td>77%</td>
<td>885</td>
<td>+4</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>69%</td>
<td>50%</td>
<td>818</td>
<td>+13</td>
</tr>
<tr>
<td>English Learners</td>
<td>33%</td>
<td>25%</td>
<td>666</td>
<td>+21</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>49%</td>
<td>29%</td>
<td>741</td>
<td>+47</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>37%</td>
<td>27%</td>
<td>605</td>
<td>+57</td>
</tr>
</tbody>
</table>
The 2014 CST Science scores at New LA Middle School showed significant growth as well. Students scoring proficient and advanced grew from 63% in 2013 to 72% in 2014. In addition, the number of students scoring below basic and far below basic fell from 15% in 2013 to 9% in 2014.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>21%</td>
<td>37%</td>
</tr>
<tr>
<td>Proficient</td>
<td>35%</td>
<td>42%</td>
</tr>
<tr>
<td>Basic</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Far Below Basic</td>
<td>8%</td>
<td>3%</td>
</tr>
</tbody>
</table>

While New LA Middle School was improving significantly, unfortunately, the Los Angeles School District and the closest public middle schools improved very slightly or got worse.

### 2013 Academic Performance Index

<table>
<thead>
<tr>
<th>School Type</th>
<th>Low Income</th>
<th>API</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>New LA Middle School</td>
<td>77%</td>
<td>760</td>
<td>+18</td>
</tr>
<tr>
<td>LAUSD</td>
<td>79%</td>
<td>750</td>
<td>+4</td>
</tr>
<tr>
<td>Emerson Middle School</td>
<td>62%</td>
<td>728</td>
<td>-37</td>
</tr>
<tr>
<td>Webster Middle School</td>
<td>79%</td>
<td>713</td>
<td>-13</td>
</tr>
<tr>
<td>Cochran Middle School</td>
<td>87%</td>
<td>666</td>
<td>+4</td>
</tr>
<tr>
<td>Stella Middle School</td>
<td>94%</td>
<td>760</td>
<td>-51</td>
</tr>
</tbody>
</table>

After seven years of operation, the board of directors of New LA Charter School believes that the time is right to open an elementary school. We believe that New LA Charter School has the capacity to be successful in this project because of our excellent track record, expertise of the board and the executive director, and because we’ve done it before. We know the steps necessary to open a charter school.

New Los Angeles Charter Elementary School (“New LA Elementary”) will serve the Mid-City/Carthay neighborhoods. We plan to draw students primarily from zip codes 90016, 90018 and 90019 where a majority of New LA middle school students are from (see map below). We do not yet have a location but our site search is focused in this area.

There are few choices for children in our target area. Most of them attend their assigned public school. There is a small parochial school nearby, and one charter elementary school that does not recruit in the area.

In focus groups, parents have repeatedly expressed the desire for New LA to open an elementary school where their younger children could attend. It is also clear that this is not a population that is willing or able to travel long distances to attend other District or charter schools. Therefore, we are dedicated to building a community school that will recruit directly from the surrounding area.

The map below indicates the location of the current middle school as well as where the students live and our target boundaries for the elementary school location and population.
Meeting the Needs of the Community

New LA Elementary School will open in 2016 to serve the low income population of mid-city Los Angeles. For too long, families have had to send their children to below average schools simply because of where they live and because of their socioeconomic status. New LA Elementary will provide a safe and welcoming school environment in which students experience rigorous academics while developing a love for learning; where parents are welcomed to the community and take part in their child’s learning experience as well as their own through parent education opportunities; where diverse student cultures are valued, celebrated and capitalized upon to produce students who will be agents of change in their community. We will provide a smaller learning community in which student-to-teacher ratio is about 25:1, allowing teachers to focus more completely on each child.

New LA Elementary School will serve to fulfill the intent of the Charter School Act of 1992 and AB 544. Just as the legislation intended, New LA Elementary will exist to:

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

In line with the mission and vision of the LAUSD Charter Schools Division, it is the mission of New LA Elementary to provide a quality education in a safe, caring environment. Decisions will be made that put the interests of students first, and positive relationships will be developed with other charter public school leaders and all stakeholders.
Above information found at:

http://schoolinfosheet.lausd.net/
http://notebook.lausd.net/
http://dq.cde.ca.gov/
http://schoolinfosheet.lausd.net/
http://notebook.lausd.net/
http://dq.cde.ca.gov/

Student Population To Be Served

New LA Elementary will serve 500 students in the Carthay/Mid-City area of Los Angeles and its surroundings. The school will draw primarily from 90016 zip code. We will serve students in Transitional Kindergarten through 5th grade. We aim to provide a community school with a strong academic focus and high parent participation. We will appeal to families looking to have their children in a collaborative environment and learning to be agents of social change who will grow to give back to their community as they progress through their academic career and into adulthood.

We expect that at New LA Elementary many students starting their schooling will be learning English as a second language. Therefore, the New LA elementary school will be prepared to serve these students with early interventions, extra time, data-driven decision making, and targeted instruction.

As the following tables show, the target neighborhood has a large number of school age and soon-to-be school age children. It is heavily minority, and predominantly low income. The data is from the 2013 Census update. The anticipation is that New LA Elementary School will be over 80% socioeconomically disadvantaged, 95% non-White, and 40% English Learners.
### 90016 Zip Code*

<table>
<thead>
<tr>
<th>Total population</th>
<th>Estimate</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 years</td>
<td>3,514</td>
<td>7.4%</td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>2,851</td>
<td>6.0%</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>2,952</td>
<td>6.2%</td>
</tr>
<tr>
<td><strong>Total population</strong></td>
<td><strong>47,273</strong></td>
<td><strong>47,273</strong></td>
</tr>
</tbody>
</table>

| Hispanic or Latino (of any race) | 24,677 | 52.2% |
| Not Hispanic or Latino          | 22,596 | 47.8% |
| White alone                      | 2,147  | 4.5%  |
| Black or African American        | 18,159 | 38.4% |
| American Indian and Alaska Native alone | 97 | 0.2% |
| Asian alone                      | 1,178  | 2.5%  |
| Two or more races                | 761    | 1.6%  |

#### EMPLOYMENT STATUS

<table>
<thead>
<tr>
<th></th>
<th>Percent Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12.8%</td>
</tr>
</tbody>
</table>

#### INCOME AND BENEFITS (IN 2013 INFLATION-ADJUSTED DOLLARS)

<table>
<thead>
<tr>
<th>Total households</th>
<th>17,060</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $10,000</td>
<td>12.1%</td>
</tr>
<tr>
<td>$10,000 to $14,999</td>
<td>8.2%</td>
</tr>
<tr>
<td>$15,000 to $24,999</td>
<td>14.6%</td>
</tr>
<tr>
<td>$25,000 to $34,999</td>
<td>12.5%</td>
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<tr>
<td>$35,000 to $49,999</td>
<td>14.0%</td>
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<tr>
<td>$50,000 to $74,999</td>
<td>16.3%</td>
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<td>$75,000 to $99,999</td>
<td>10.9%</td>
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<tr>
<td>$100,000 to $149,999</td>
<td>8.1%</td>
</tr>
<tr>
<td>$150,000 to $199,999</td>
<td>2.1%</td>
</tr>
<tr>
<td>$200,000 or more</td>
<td>1.0%</td>
</tr>
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* 2013 Census Update

### Enrollment Roll-Out Plan

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K (incl. TK)</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
<td>75</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>50</td>
<td>75</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>225</strong></td>
<td><strong>325</strong></td>
<td><strong>425</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>
Goals and Philosophy

Mission
New Los Angeles Charter Elementary School (“New LA Elementary”) develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

Vision
New LA Elementary cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

New LA Elementary will serve 500 students in grades K-5. With small classes (25 to 1), a diverse student body, and attentive teachers, New LA Elementary is a nurturing standards-based school. New LA Elementary has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

Passion for Learning
New LA keyword: Rigor. We believe that college prep starts in Kindergarten and the future academic success of students hinges on a strong foundation at the elementary level. At New LA Elementary, every student will receive the academic foundation to be prepared for a college preparatory middle and high school with the goal of being college and career ready. Rigorous intellectual development comes from a focus on habits of mind and not merely information retention. Students will demonstrate mastery of concepts and skills by working together on real-life projects rather than test-taking alone. For example, students will learn math skills by creating a student store in which they must track their personal budget and carefully inventory the store goods. New LA Elementary will implement an effective model of rigorous standards-based instruction, through which all students will achieve mastery of the Common Core standards by the end of each grade.

Engagement in the Community
New LA keyword: Relevance. At New LA Elementary, we believe, as John Dewey did, that “education is the fundamental method of social progress.” New LA Elementary students will be challenged to pursue the goals of equality and justice, and work to promote progress in their local and global communities. They will be taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences. Students will be volunteers both in and out of the school community, gaining valuable experience in social action. For example, students in primary grades may do a walking field trip in the neighborhood to pick up litter which would be facilitated by their teacher. Older students would work with younger students in the school as mentors and tutors as well as engage with the community outside the school under the guidance of their teachers and parents. This could take the form of creating an earthquake preparedness pamphlet in school to then distribute to neighbors where they live or organizing a food drive at the school then using the goods to make “goodie bags” for the homeless that parents can distribute from the car at intersections. Experiences like this will lead to a deeply embedded feeling in every student that young people have the power to change the world.

Respect for Self and Others
New LA keywords: Respect and Relationships. In order for students to grow academically, creatively, and morally, they need a safe space to take risks. New LA Elementary will encourage vigorous debate and expression of individual voice, but through the use of active listening and conflict resolution techniques. The school uses project-based learning and thematic integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people in order to lead their communities towards social justice.
What It Means to Be an “Educated Person” in the 21st Century

In the 21st century, an educated person should have an understanding of how they and their local environment exist in relation to the global community. Productive citizens of the 21st century must be able to actively engage in their communities as agents of positive change. Research suggests that high quality, classroom-based community service learning is tied to improved attendance, academic motivation, achievement, and decreased drop-out and truancy rates (Brown, 2010)\(^1\). At New LA Elementary, students will participate in community service in the school such as acting as buddies in lower grades and participating in cleanup of the cafe and playground. They will also perform service in the community at large through organized projects or field trips facilitated by the classroom teacher or grade level lead. These activities and projects would be for all students and would be facilitated by the classroom teacher. In the upper grades students may begin to come up with their own ideas and work in small groups on projects of their own design but all students would participate in some form of community engagement. All community projects will be overseen by school personnel and will be appropriately supervised.

An educated person in the 21st century needs to be a critical consumer of information, a critical thinker, and a problem solver. One example of such critical thinking opportunities in elementary school is a weekly current events analysis. Students in the 21st century are bombarded with information from t.v., print and internet sources including social media. Through a facilitated protocol such as the Four As in which students note as they read things that are Assumptions, things the Agree with, things they would Argue with and things they Aspire to, students will analyze a story in the news, come to conclusions about personal opinions, truth in advertising and experience the opportunity to respectfully disagree. Protocols like this are most appropriate for the upper elementary but students in all grade levels will practice critical thinking on a regular basis.

He or she needs to be able to use technology effectively, be aware of global issues, sensitive to other points of view, and empathetic about things beyond their own circle of comfort. Technology is used throughout the curriculum across all grades. New LA Elementary will have chromebook carts so that students are continuously using technology to learn to research, how to evaluate information, create graphics, programming, and learn programs such as word processing, spreadsheets, and PowerPoint. This access to technology is imperative even at the earliest level and will include exposure to technology on the usage end but also computer science and understanding the way technology works. New LA Elementary will accomplish this in partnerships with 9 Dots and their “Get Coding” initiative. Through the “Get Coding” program New LA teachers would work together with 9 Dots teachers in phases to implement the program. Phase 1 is professional development for teachers, phase 2 is co-teaching during the designated computer time for students. After a year teachers are prepared to facilitate the Get Coding curriculum independently for their students but continue to have access to professional development.

An educated person in the 21\(^{st}\) century will have built a strong academic foundation starting in elementary school. He or she will be a life-long learner constantly seeking out new opportunities to learn through various methods. Through this love of learning students will be college and career ready by being prepared to handle new challenges with grace and by not being discouraged by failure but rather seeing it as a learning opportunity.

These broad ideas are specifically addressed as follows:

- **Attention.** An educated person in the 21st Century knows how to focus on people and the world around them. They can follow a critical argument, identify logical reasoning, and empathize with the person or author who is expressing emotion.

- **Knowledge.** An educated person in the 21st Century knows a little about everything and a lot about something. In the Age of Information, facts and figures are readily accessible with a click of

the mouse on Google. So, while it may be exciting to have a smattering of knowledge on a lot of topics, students will delve more deeply into subjects that most pique their curiosity.

- **Language and Understanding.** An educated person in the 21st Century is literate across a wide variety of genres and media. They read popular fiction ranging from the latest bestseller to a work of classical literature, and works of nonfiction engage them. They can write, expressing themselves with deep emotion, or with technical precision.

- **Multi-cultural Awareness.** The 21st Century has witnessed an increased integration of cultures, peoples, and languages. The ability to relate to and work with an array of cultures enhances the success of an educated person in the 21st Century.

- **Proficiency with Technology.** Technology is an integral part of our society, and it is here to stay. An educated person in the 21st Century is able to handle the challenges of technology as the computers, tablets, phones, and the Internet continue to evolve and change the way we live our lives.

- **Empowerment.** An educated person in the 21st Century possesses the power to do things and the belief that they can move mountains. It is not enough to take in education alone. An educated person understands how to apply that information to do good.

- **A Sense of Morality.** An educated person in the 21st Century will have a clear understanding of the difference between right and wrong and will choose to do good. They must know to speak truth to power, and to help his/her fellow human beings. An educated person in the 21st Century knows that all people have a shared destiny and an equal stake in the common good.

- **College and Career Ready.** The ultimate goal of all of these broad ideas is to make sure every student is college and career ready.

**How Learning Best Occurs**

Learning best occurs when students are in a secure, safe, and nurturing environment, when teachers have deep content knowledge and instructional tools to facilitate learning, and when teachers have a deep connection to students and their families.

Learning occurs best when students have the opportunities to interact with each other and grapple with difficult concepts as a team. Learning through collaboration leads to a deeper understanding of knowledge. When ideas are shared it allows students to hear multiple perspectives and in turn come to a renewed understanding of the topic at hand. Group projects can bring out the voice of silent students and capitalize on the strengths of all students. Group projects connect subject matter to problem solving in real world situations.

Learning occurs best when students are actively engaged in the learning process. Students ought to be provided with opportunities to draw from their personal experiences to make logical connections with academic content. One example is for 5th graders learning about weather in science class to use GLOBE (Global Learning and Observations to Benefit the Earth) protocols to collect weather data on a daily basis. They will interact directly with real scientists when submitting their data through the online GLOBE network. Scientists may email the class and ask for clarification and more data and in some cases scientists may be available for a video chat. Students will also work with their teacher to analyze that data and apply it to weather concepts they are learning in class. In addition, media and technology must be put in the hands of students so that they are not merely receptacles of information and new knowledge, but creators as well. For example New LA students will learn text-based coding and as early as 3rd grade will be able to apply that to actually write their own code to solve a problem in a computer game. They would participate in coding class during their weekly computer class with their teacher and facilitators from 9 Dots.

Learning in Elementary school occurs best when children feel safe and nurtured in the school environment. Students who enjoy coming to school and are free from the stress of failure and ridicule will
be better able to learn. They should be encouraged to take risks academically even if it results in an incorrect answer or “silly” question. Teachers should create classroom environments where risk taking is the norm and students recognize the value of learning from mistakes.

Learning in Elementary school occurs best when teachers recognize student strengths and levels of understanding and tailor instruction to their needs. While all students should have high expectations and will be learning the same standards it is important to know that a student’s instructional level is where they learn best and focusing there is the most efficient way to push kids higher. In our experience, teaching students above their instructional level leads to frustration and is the reason many students feel defeated in school. Students will be assessed using the Fountas and Pinell Benchmark Assessement System. All the while students will continue to be exposed to higher levels through collaboration with mixed level students, read alouds by teachers and/or older students and teacher demonstrations and modeling.

We believe learning occurs best when students understand the relevance of material taught, are having fun, are engaged, and enjoy coming to school. For learning to happen well, students must feel supported, be comfortably challenged, and see a connection between what they are learning and their future. Students should be able to express themselves and should receive tailored instruction and support in situations where their weaknesses show. This is accomplished by systematic benchmarking allowing teachers to have real time data on their students. The data is then used to address specific needs of each student. Specific details of the program are described later in the petition.

The Goals of the Program will Enable Students to Become Self-Motivated, Competent, & Lifelong Learners

The goals of New Los Elementary are to develop students who are passionate about learning and prepared for future academic success, engaged in their community, and have respect for themselves and others. These three main goals will help enable students to become self-motivated, competent, and lifelong learners.

Passion for Learning and Prepared for Academic Success
At New LA Elementary, we believe in academic rigor. We believe that college prep starts in Kindergarten and the future academic success of students hinges on a strong foundation at the elementary level. At New LA Elementary, every student will receive the academic foundation to be prepared for a college preparatory middle and high school with the goal of being college and career ready. Rigorous intellectual development comes from a focus on building knowledge and not merely information retention. By working together on real-life projects, New LA Elementary students master concepts and skills that will lead to their becoming self-motivated, confident adults. Through our rigorous standards-based instruction, students acquire the tools to help make inspire them to become lifelong learners.

Engaged in the Community
At New LA Elementary, we believe in making the students’ experience relevant to their lives. Students are empowered with the skills and knowledge to promote progress in their local and global communities. They are taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences through field trips, volunteering in the school and the greater community, and interacting with presenters from organizations in the LA community. This leads to a deeply embedded feeling and inspiration in every student that young people have the power to change the world.

Respect for Self and Others
At New LA Elementary, we believe in fostering a sense of respect and valuing relationships. In order for students to grow academically, creatively, and morally, they need a safe space to take risks. New LA schools encourage vigorous debate and expression of individual voice, but through the use of active listening and conflict resolution techniques. The School uses project-based learning and thematic
integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people in order to lead their communities towards social justice.

New LA Elementary teachers will engage with the Center for Reflective Communities by participating in the Reflective Care Program professional development which would consist of a series of intensive trainings followed monthly consultation groups. Teachers will apply reflective care in their classrooms both modeling respect for self and others and passing on skills to their students throughout their days.

2 www.reflectivecommunities.org
Education Code § 47605(b)(5)(A)(ii); Annual Goals for the Eight State Priorities Identified in Education Code § 52060(d) by the California Local Control Funding Formula (LCFF)

### LCFF STATE PRIORITIES

#### TEACHER ASSIGNMENTS AND CREDENTIALING

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each year of the charter, all teachers at New LA Elementary Charter School will be appropriately assigned and fully credentialed as required by law and the charter.</td>
<td></td>
<td>100%</td>
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<tr>
<td>1. Annual review in May/June of criteria, systems and procedures for teacher hiring (Executive Director, with report to Gov. Board)</td>
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<td>2. Annual review every August of master schedule/teacher assignments to ensure compliance (principal)</td>
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#### ACCESS TO INSTRUCTIONAL MATERIALS

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual Inventory</th>
</tr>
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<tbody>
<tr>
<td>For each year of the charter, each and every New LA Elementary student will have access to all common core aligned instructional materials necessary to participate fully in the programs and services described in the charter.</td>
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<tr>
<td>1. Each EL student will have full access to the common core aligned ELD program materials and any supplemental materials necessary to provide the student with access to core instruction.</td>
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<tr>
<td>2. Each student with an IEP will have full access to all common core aligned instructional materials necessary to participate fully in the program set forth in the IEP.</td>
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<tr>
<td>3. Annual inventory of instructional materials, and corresponding purchase of materials as necessary (Principal, Director of Operations)</td>
<td>School wide: 100%</td>
<td>School wide: 100%</td>
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<tr>
<td>4. Annual budget review and planning to ensure funds are available for instructional materials (Executive Director, Financial Manager)</td>
<td>Els: 100%</td>
<td>Els: 100%</td>
</tr>
<tr>
<td>5. Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal, Executive Director)</td>
<td>Students w/ IEPs: 100%</td>
<td>Students w/ IEPs: 100%</td>
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School wide: 100% Els: 100% Students w/ IEPs: 100%
**FACILITIES MAINTENANCE**  
**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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</table>
| For each year of the charter the school will provide well-maintained school facilities in good repair for all students. | - Annual review/inventory of physical plant conditions and need for repair (Director of Operations)  
- Continuous update of maintenance and repair priority execution plan (Director of Operations, Facilities Manager)  
- Ongoing maintenance and repair log, with monthly review by school administrator (Principal, Dir. of Operations, Facilities Manager) | “Good” or better rating on annual review |

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**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**  
**STATE PRIORITY #2**

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<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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</table>
| The school will annually increase the number of students achieving proficiency or equivalent on CAASPP ELA and Math assessments | - Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high-quality standards-based curriculum for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.  
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and deliver with a focus on critical thinking, problem solving and real-world applications. | Schoolwide: CAASPP Benchmark levels of performance  
ELs: CAASPP Benchmark levels of performance |

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<th>School wide: 5% increase</th>
<th>School wide: 6% increase</th>
<th>School wide: 7% increase</th>
<th>School wide: 8% increase</th>
<th>School wide: 9% increase</th>
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<tbody>
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<td>Schoolwide:</td>
<td>ELs: 4% Increase</td>
<td>ELs: 5% Increase</td>
<td>ELs: 6% Increase</td>
<td>ELs: 7% Increase</td>
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The school will meet annual AMAO 1 targets for English Learners (ELs) | - Annual review and modification of English language acquisition program for ELs to ensure adequate yearly progress and access to core curriculum. | Meet or exceed AMAO 1 target(s) |

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| | Meet or exceed AMAO 1 target(s) | Meet or exceed AMAO 1 target(s) | Meet or exceed AMAO 1 target(s) | Meet or exceed AMAO 1 target(s) | Meet or exceed AMAO 1 target(s) | Meet or exceed AMAO 1 target(s) |
### PARENT INVOLVEMENT

**State Priority #3**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Annual Review, Parent Survey</th>
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</thead>
<tbody>
<tr>
<td>For each year of the charter the school will maintain high levels of parent participation in areas such as student conferences, parent ed. events, community events and volunteer opportunities. Attendance at these events will be recorded through a sign in. Parents will have the opportunity to provide input through a school site council.</td>
<td>Annual review of parent participation rates to ensure high participation. (Principal) Annual survey of parents regarding the types and content of parent-gear ed events and the timing of such events, use of feedback to ensure high levels of access to events. (Principal)</td>
<td>95% of parents participate in at least two events or meetings over the course of the year. 95% of parents participate in at least two events or meetings over the course of the year. 96% of parents participate in at least two events or meetings over the course of the year. 97% of parents participate in at least two events or meetings over the course of the year. 98% of parents participate in at least two events or meetings over the course of the year.</td>
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<td>community events and volunteer</td>
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<td>opportunities Attendance at these</td>
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<td>school site council.</td>
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### STATEWIDE ASSESSMENTS

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: CAASPP and Internal Benchmarking</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually increase the number of students achieving proficiency or equivalent on CAASPP ELA and Math assessments.</td>
<td>Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high-quality standards-based curriculum for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development. Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and deliver with a focus on critical thinking, problem solving and real-world applications.</td>
<td>School wide: CAASPP Benchmark levels of performance School wide: CAASPP Benchmark Levels of Performance Low Income Students: CAASPP Benchmark Levels of Performance Foster Youth: CAASPP School wide: 5% increase School wide: 6% increase School wide: 7% increase School wide: 8% increase School wide: 9% increase</td>
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<td>Benchmark Levels of Performance</td>
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## New LA Elementary School

### ACADEMIC PERFORMANCE INDEX (API)

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong> Method for Measuring: API or Similar Replacement Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will meet annual API growth targets, schoolwide and for all numerically significant subgroups, set by the state.</td>
<td>See Statewide Assessments above</td>
<td>Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups</td>
</tr>
</tbody>
</table>

### ENGLISH LEARNER ADEQUATE PROGRESS RATE

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong> Method for Measuring: Internal benchmarks, CELDT</th>
</tr>
</thead>
</table>
| For each year of the charter the school will meet goals set for increased English Language proficiency based on the ELD proficiency levels (Emerging, Expanding and Bridging) | ● Trimesterly assessments of ELD levels for each student (teachers)  
● Annual assessment of student progress and level based on benchmark assessments, standardized assessments, student work samples and teacher observations (Principal, teachers) | 90% of ELs will move one level or more per year | 90% of ELs will move one level or more per year | 90% of ELs will move one level or more per year | 90% of ELs will move one level or more per year | 90% of ELs will move one level or more per year |

### ENGLISH LEARNER RECLASSIFICATION RATE

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong> Method for Measuring: CELDT, Reclassification Criteria, Annual Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each year of the charter the school will meet goals set for reclassification rates for EL students.</td>
<td>Annual review and modification of English language acquisition program for ELs to ensure adequate yearly progress and access to core curriculum. (Principal)</td>
<td>Meet or exceed the District’s reclassification rate.</td>
</tr>
</tbody>
</table>
### SCHOOL ATTENDANCE RATE
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Attendance Rates</th>
</tr>
</thead>
</table>
| For each year of the charter, the school will maintain an overall attendance rate of 98% or higher. | ● Provide incentives for students and families with perfect and excellent attendance through recognition and special events.  
● Promote and strengthen the home-school partnership through an annual schedule of programs and activities. | Baseline 2016-2017  
School wide: 95% overall  
2017-2018  
School wide: 96% overall  
2018-2019  
School wide: 97% overall  
2019-2020  
School wide: 98% overall  
2020-2021  
School wide: 98% overall |

### CHRONIC ABSENTEEISM RATE
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Student Information System</th>
</tr>
</thead>
</table>
| For each year of the charter, the school will strive for 0% chronic absenteeism and will address potential chronic absenteeism promptly to prevent further absences. | ● Provide incentives for students and families with perfect and excellent attendance through recognition and special events.  
● Promote and strengthen the home-school partnership through an annual schedule of programs and activities.  
● The principal will regularly meet with students and families who are in danger of becoming chronically absent to develop a plan for improved attendance per the school’s attendance policy. | Baseline 2016-2017  
School wide: 0%  
2017-2018  
School wide: 0%  
2018-2019  
School wide: 0%  
2019-2020  
School wide: 0%  
2020-2021  
School wide: 0% |

### STUDENT SUSPENSION RATE
**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Suspension Rate</th>
</tr>
</thead>
</table>
| For each year of the charter, the school will have a suspension rate of 5% or lower. | ● The school will follow discipline methodologies that consider suspension as a last resort, some of these include, conflict resolution, counseling, restorative justice and other alternatives to suspension.  
● The school will build a climate of respect for self and others on campus to prevent bullying and fights which are the most common reasons for suspension. | Baseline 2016-2017  
Suspension rate 5% or lower  
2017-2018  
Suspension rate 5% or lower  
2018-2019  
Suspension rate 5% or lower  
2019-2020  
Suspension rate 5% or lower  
2020-2021  
Suspension rate 5% or lower |
### STUDENT EXPULSION RATE
**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Expulsion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each year of the charter, the school will reduce the expulsion rate to 0% annually.</td>
<td>The school will follow discipline methodologies that consider expulsion as a last resort; some of these include, conflict resolution, counseling, restorative justice and other alternatives to expulsion.</td>
<td>Baseline 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021</td>
</tr>
<tr>
<td>0% expulsion rate 0% expulsion rate 0% expulsion rate 0% expulsion rate 0% expulsion rate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### POSITIVE & SAFE SCHOOL CLIMATE
**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Discipline Records, Student Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will reduce instances of bullying, harassment and teasing and build a climate in which students feel safe.</td>
<td>● The school will promote respect for self and others through anti-bullying curriculum. (Principal, teachers, counselor) ● The school will address issues of bullying and teasing directly and will respond to every report or concern in a prompt manner. (Principal, teachers, counselor) ● The school will honor and acknowledge students with public shout outs, certificates, caught being respectful tickets, mission themed awards, etc. who demonstrate respect for self and others by avoiding conflict, standing up to bullying and acting as peacemakers. (Principal, teachers, counselor)</td>
<td>Baseline 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021</td>
</tr>
<tr>
<td>10% of discipline incidents are bullying and harassment 9% of discipline incidents are bullying and harassment 8% of discipline incidents are bullying and harassment 7% of discipline incidents are bullying and harassment 6% of discipline incidents are bullying and harassment 5% of discipline incidents are bullying and harassment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Computer Science Instruction

### Annual Goals (Identify schoolwide and subgroup goals as applicable)

- Conduct teacher professional development through 9 Dots.
- Co-teach keyboarding and coding lessons with 9 Dots instructors.
- Survey students, teachers and parents regarding program efficacy
- Student demonstration of progress through culminating project
- Annual ongoing review of 9 Dots partnership (principal)

### Specific Annual Actions

- **2016-2017**: Ratings of “good” or higher for partner programs
- **2017-2018**: 5% increase in student keyboarding rates
- **2018-2019**: 5% increase in student keyboarding rates
- **2019-2020**: 5% increase in student keyboarding rates
- **2020-2021**: 5% increase in student keyboarding rates

### Measurable Outcomes

- **Student, Teacher, Parent Surveys**: Ratings of “good” or higher for partner programs
- **Annual Review, Keyboarding rates**

## BROAD COURSE OF STUDY

### State Priority #7

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will include in the regular curriculum the following areas of study: ELA, Math, Science, social studies, social justice, arts, PE and computer science.</td>
<td>Baseline 2016-2017</td>
<td>Method for Measuring: Annual Review, Science CST, Internal Benchmarks</td>
</tr>
</tbody>
</table>

### Annual Review, Science CST, Internal Benchmarks

- **Science in 5th grade**
- **CAASPP testing for**
- **Assessment System**
- **Illuminate Data and assessments and curricular based academic areas**
- **Benchmarking in internal science.**
- **(Principal)**
- **Reviews of partner programs providing instruction such as arts and computer science.**
- **(Principal)**
- **Internal benchmarking in academic areas using curricular based assessments and illuminate Data and Assessment System**
- **CAASPP testing for Science in 5th grade**

### Goals as applicable

- **Annual ongoing review of standards based curriculum and supplemental curriculum and achievement data to ensure delivery of high quality education for all students.** (Principal)
- **Annual ongoing review of partner programs providing instruction such as arts and computer science.** (Principal)
- **Internal benchmarking in academic areas using curricular based assessments and Illuminate Data and Assessment System**
- **CAASPP testing for Science in 5th grade**

### Ratings of “good” or higher for partner programs

- **Proficiency on Science tests increase: School wide:**
  - **EL: 5%**
  - **Low Socioeconomic: 5%**
  - **Foster Youth: 5%**

- **Proficiency on internal benchmarks increase 5%**

- **Ratings of “good” or higher for partner programs**

### Proficiency on Science tests increase: School wide:

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### Ratings of “good” or higher for partner programs
New LA Elementary School

Instructional Design

New LA Elementary’s overall instructional design focuses on students being able to engage directly with each other and the academic content. Additionally, we maintain a focus on real world relevance always encouraging students to look outside the school into the greater community for opportunities to apply their learning or take action.

The main instructional strategies that we will employ at New LA Elementary are Project Based Learning, Inquiry Based Teaching, and Collaborative Learning. These are described in more detail later in the Petition. In addition to these strategies we have some overarching philosophies of instruction that will be prevalent throughout the educational program.

Backwards Planning: The overarching model for planning and instruction will be Backwards Design based upon the research of Wiggins and McTighe. Teachers will use this methodology for all planning. Guided by the principal, teachers are guided through a four step process: 1) analysis and prioritization of state content standards and common core standards, 2) differentiation of assessment methods aligned to prioritized standards, 3) implementation of innovative, research-based instructional strategies that align to measurable and specific student learning outcomes, and 4) analysis of achievement outcomes to determine effectiveness. New LA Elementary will incorporate active learning methods to deliver a rigorous standards-based curriculum.

Reflective Care: At the elementary level we understand that students learn best when they feel safe and nurtured. All of our staff will engage with the Center for Reflective Communities to learn more about how careful observation of students and their families help educators understand student behavior and learning. The Center for Reflective Communities is a nonprofit organization that provides parenting groups and teacher training. Teachers at New LA Elementary will participate in the Reflective Care: Teacher Training and Consultation program which will consist of a series of intensive trainings in reflective care followed by facilitated consultation meetings on a monthly basis. This will allow teachers to understand their students on a deeper level and provide an educational environment that will feel safe.

Differentiated Instruction: While we maintain rigorous academic expectations at New LA Elementary, when designing our instructional program it is important to remember that no two students are alike. Students enter school with different levels of experience and exposure to academics, many of our students will be English learners and all people learn at different rates and through different methods. Our teachers will build strong relationships with students and families in order to best understand a student’s needs. Vygotsky’s theory of the Zone of Proximal Development (ZPD) pushes us to identify the area between what a student can do independently and easily and what he/she can do with guidance which pushes them a bit and then teach them at that level. Some also call this area the student’s instructional level. When we force students to work a level higher than their instructional level they enter the frustration level, which frequently leads to students giving up. This does not mean that students will never be exposed to content or skills that are above their instructional level but that it will be done with much guidance and through the careful planning of the teacher. The instructional level is the sweet spot that challenges and engages students while allowing them to experience success and thus raise their level. Teachers help students on this path through scaffolding that supports them in their learning but still encourages independent success. In any given classroom students at different levels may use different types of scaffolding to achieve the same result, this appropriate and fair.

We know through Howard Gardner’s research on multiple intelligences that “intelligence” is not easily defined by assessments such as an I.Q. test but rather is varied and has a strong impact on a student’s academic experience. At New LA Elementary we will recognize that students learn and express their

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4 www.reflectivecommunities.org
learning differently and teachers will provide opportunities to demonstrate learning that range throughout the multiple intelligences or multiple modalities.

*Culturally Responsive Teaching (CRT)*: At New LA Elementary we believe that each individual student and teacher brings something unique and special to the educational experience. As stated by Geneva Gay, “Teaching is most effective when ecological factors such as prior experiences, community settings, cultural backgrounds, and ethnic identities of teachers and students, are included in its implementation.” (2010)\(^7\).

We frequently think of CRT as the consideration of students’ cultures as we can see them but Zaretta Hammond urges us to look more deeply at culture and get past, language, music, food etc. She describes deep culture as “tacit knowledge and unconscious assumptions that govern our worldview” (2015)\(^8\). At New LA Elementary we will consider this deep view of culture as we create a curriculum designed to nurture the varied cultures we may encounter. CRT does not mean hosting a multicultural day or celebrating a month to honor a particular cultural group though we may do these things as well. CRT pushes teachers to tap into student’s deep cultures to identify ways that they can use their cultural framework to access and engage with knowledge and skills taught in the classroom. The first step in doing this is to focus on relationship building leading to a “culture of care” (Hammond, 2015) in which students feel validated and believe that they can succeed academically. Second, teachers should present themselves as allies in learning providing space for students to express themselves without fear of judgement including allowing their cultural norms and frameworks to have a presence in the classroom. Some specific examples of how a teacher or administrator would validate students in this way are: acknowledging students with a smile, nod or handshake; inquiring about a student’s life or important people in his/her life; offer emotional support to students when necessary; express belief in the student’s ability to succeed; create opportunities for a student’s home culture or language to be represented in the classroom; and share their own cultural frameworks.

*Grade Level Clusters and Looping*: Teachers are an extremely important part of the school’s instructional design. New LA Elementary believes in nurturing teacher leaders and will foster that leadership by giving teachers a voice in curriculum design and program building. We also believe that students are more successful when they have strong relationships with their teachers. Having teachers work collaboratively in grade level clusters allows us to tailor instruction to the needs of the students. Kindergarten and 1\(^{st}\) grade teachers will work together to develop appropriate benchmarking tools, design quality ELD instruction, articulate content instruction across the grade levels to ensure consistency. While students will not be in mixed level classes there will be times during the day when providing enrichment and intervention instruction as well as ELD instruction when students will be in ability groups rather than grade level groups. Working as a cluster allows for greater flexibility and creates opportunities for teachers to specialize in areas where they are strongest. In addition to building strong grade level clusters we will also plan to loop teachers meaning that a Kindergarten teacher would follow his/her class to first grade. Looping means that a student would have a the same teacher for two full years allowing strong bonds to form. We will continue this practice in the 2\(^{nd}/3^{rd}\) grade cluster and the 4\(^{th}/5^{th}\) grade cluster.

**Curriculum and Instruction**

**English Language Arts (Core Subject)**

At New LA Elementary we will practice a balanced approach to teaching literacy in line with Common Core State Standards for literacy. It will include elements such as Reader’s and Writer’s Workshop, word work or phonics, guided reading, shared reading and read aloud. From the perspective of Margaret Gay, G.(2010) *Culturally Responsive Teaching: Theory, Research and Practice*, New York, NY: Teachers College Press.  
Mooney, “balanced” refers to the balancing of different levels of support for a student (Mooney, 1990). We have outlined the many important elements of this approach below:

**Read Aloud**: We believe that read aloud is important at all grade levels not just for the very young. Read aloud is a wonderful way to engage students in texts that they may not be able to experience on their own. During read aloud a teacher will point out vocabulary, encourage students to make connections, check for comprehension, model his/her own good reading strategies by thinking aloud, encourage questions and predictions. Some favorite read aloud books at the kindergarten level include *Last Stop on Market Street* by Matt de la Pena, and *Dragons Love Tacos* by Adam Rubin. These books offer some high level vocabulary and concepts students can relate to or find amusing. They provide an opportunity to expose students to books they can’t yet read on their own. At the upper grades even as early as 1st or 2nd grade a teacher may introduce a low level chapter book with pictures such as *The Enormous Crocodile* by Roald Dahl. This will introduce the concept of recall from one day to the next and again expose students to a new type of reading (continuing with the same book from day to day) that they are not yet ready to do on their own. Read aloud may be a *shared reading* experience when all the children have access to the text by having their own copy or by using a projector or a big book for younger kids. One step further is to do a *close read* in which the same book or text is read multiple times and the teacher focuses the students’ attention each time on a specific aspect of the book (vocabulary, tone, problem/solution, etc.). At the end of each close read a teacher would ask “what do you notice now?” and engage students in further conversation.

**Guided Reading**: In order to implement effective guided reading New LA Elementary will have leveled libraries in all classrooms and teachers will regularly assess students to determine their level. There are a variety of leveling systems the most prominent being that developed by Fountas and Pinnell, students reading level will be assessed every 4-6 weeks in the primary grades when they are making rapid progress. At the upper grades reading levels will be assessed at a minimum of every benchmark period (4 times throughout the year) and as needed as based on teacher observations. Knowing that information, a teacher can pull a group of students at a particular level and conduct targeted reading activities such as a phonics lesson, vocabulary discovery, reading with intonation, understanding dialogue, reading punctuation, discussing character development, identifying plot points and setting, etc. with them at their instructional level. The instructional level is where a student can read the text but may run into some roadblocks in the vocabulary, syntax or comprehension. During guided reading the teacher is readily available to assist the student(s) in overcoming these roadblocks and gain skills that will raise their reading level. During a guided reading session a teacher may use the anthology or leveled readers that are provided with the *California Treasures* Language Arts curriculum.

**Independent Reading**: Just as it is important for students to experience text through read aloud that might otherwise be beyond their reach it is equally important for them to practice reading at their own level. Here the leveled library is integral and students’ knowledge of their own independent reading level will allow them to choose books that will help them practice fluency and experience success. Students will have time during the school day to select books from the classroom library for independent reading sessions and will be encouraged to read a book if they find they have completed an activity early. Students will also be expected to read at home on a nightly basis.

**Phonics, Word Work, Vocabulary and Conventions**: These elements of a successful literacy program will be taught explicitly through mini lessons, as well as being embedded throughout the reading and writing elements. Teachers will use California Treasures and Reading Mastery as well as their own experience and teacher created materials to plan these lessons.

**Writer’s Workshop**: Writer’s workshop consists of a mini lesson, independent writing, conferencing and sharing (Caulkins, 1994). The mini lesson will focus on a particular element or skill in writing. It is important that students are given the freedom to write about anything they want during their independent

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writing time and that they are expected to write at their level, this lowers the affective filter (Krashen, 1982)\textsuperscript{11} and allows students to engage more fully in the writing experience. This connects to our value of relevant and engaging lessons. During the independent writing time students may come to a point at which they feel they are “done.” They will then begin conferencing, a conference can be with a teacher or a peer. Some writing may be developed into a final version after multiple conferences and edits. Every year, New LA Elementary will hold an Author’s Night at which students will have the opportunity to share final writing pieces. In addition to writers workshop students will have assigned writing tasks both to practice writing and as formative assessments so the teacher can determine students’ areas of strength and weakness in order to plan for future lessons. As expected in the Common Core State Standards students will be writing in all subject areas, explaining their thinking in math, writing a lab report in science or analyzing research in a social studies class.

English Language Development/English as a Second Language (Core Subject)

At New LA Elementary we anticipate that we will have a high English Learner population. We will have a two tiered approach to meeting the needs of those students and ensuring that the ELD standards are implemented, outlined below:

**Focused ELD:** All designated English Learners (ELs) will receive focused ELD instruction on a daily basis at their specific proficiency level (emerging, expanding, bridging). The curriculum used during this time will be connected to activities or readings from the ELA and reading lessons. We will also use the Systematic ELD curriculum from EL Achieve. During this time students will be grouped with others at their same level. We will work in grade level clusters (K-1, 2-3, 4-5) to develop curriculum, assess progress and provide instruction. At designated times during the year student progress will be assessed using ELD portfolios based on the ELD standards, benchmark results, student work samples and teacher observations, this might result in a move from one level to the next or reclassification.

**Academic Language Support:** In addition to the focused ELD time ELs will receive academic language support throughout their day in all content areas provided by their classroom teachers and aides with the guidance of the lead teacher and administrator. The Common Core Standards highlight the importance of the language development in all academic and non-academic areas. In science, social studies, math, arts, and technology classes teachers will use SDAIE and academic language development strategies to support our EL students. This will be accomplished constantly throughout the day by using visuals and visual cues that support language, by pre-teaching in small groups with the help of an aide, by unpacking math problems as a class before students are expected to work independently, by supporting vocabulary development in all subject areas at all times.

Mathematics (Core Subject)

To teach mathematics New LA Elementary will use Cognitively Guided Instruction (CGI) in conjunction with Everyday Math from McGraw Hill to teach the Standards for Mathematical Practice aligned with the Common Core State Standards. CGI is a methodology for problem solving in which students are sense-makers who actively participate in the learning process. CGI has three major components, number sense routines, problem solving and counting collections.

Number Sense Routines: Also known as warm ups or mental math, number sense routines are a way to engage the students in mathematical thinking at the start of a lesson. CGI capitalizes on the benefits of collaboration by using the Think, Pair, Share method to discuss math during this time. A teacher may propose a set of 4 numbers and ask students which one doesn’t belong and why? First students will come up with some responses individually, then they will share with an elbow partner and finally the class will share out their ideas while the teacher charts them. While each student may have come up with 1-3 responses individually by the end of the routine they may have charted 15-20. The collective thinking lowers the affective filter for struggling students and pushes other students to strive higher. This number

sense routine could be used for kindergarteners using single digit numbers or even shapes. The activity can also be used for upper elementary and beyond by simply changing what's in the box such as number sentences, types of angles, 3 dimensional shapes, algebraic equations. This particular number sense routine addresses Mathematical Practices 1, 3 and 8 but other routines would address different Mathematical Practices.

Problem Solving:: Each day students will work on solving one real-world problem. The teacher will begin by providing some background and context for the problem and then reviewing the problem itself to clarify vocabulary. Students will then tackle the problem using the tools at their disposal such as base 10 blocks, number lines, hundreds chart, unifix cubes and 10 frames. The most important part of the problem solving time is the visual representation of the problem and how the student solved it. This, along with conversations with the student will help the teacher understand what strategies he/she is using. This component is the core of the math lesson each day for all grades. While primary students may focus on result unknown problems (i.e. Sally has 4 markers and Juan gives her 2 more how many does she have now?) upper grade students will work with much more complex problems. These would include more advanced operations (multiplication and division) and would require the students to find not only products and results but groups, group size and make comparisons. Additionally, the numbers themselves would increase in size and thus complexity. Problem solving in a CGI classroom addresses all 8 Mathematical Practices but strongly correlates to 1, 3, 4 and 5.

Counting Collections: Counting Collections are an integral part of the CGI methodology especially in the lower grades but can be used through 5th grade. Simply put, students will obtain a bag of items and count them individually or with a partner and represent the collection visually as well. While students in kindergarten will start with small collections of 5-15 they will work their way up to collections of at or near 100. In upper grades students could be counting into the thousands and will practice counting more complex items such as those that are pre-packaged (i.e. pencils in boxes that contain 12 pencils each).

History-Social Studies (Core Subject)

The New LA Elementary Social Studies curriculum will be closely tied with the Language Arts curriculum in that we will be using core literature and authentic artifacts such as news articles, video and service learning opportunities to address the standards in the history/social studies frameworks. In line with the Common Core Standards our Social Studies curriculum will be heavily focused on literacy. In line with New LA mission, our social studies curriculum will push our students to engage with their community and be agents of change.

New LA Elementary School will follow the following themes for teaching history:

TK/K: Learning and working now and long ago: building community and examining identity within that community.

1st Grade: A child’s place in time and space: Identifying the responsibilities of citizenship; examining geography, symbols and traditions of the nation’s people.

2nd Grade: People who make a difference: Important people in the history of the nation and in individual and family histories, geography, learning about government institutions.

3rd Grade: Los Angeles History: Exploring our city geographically, environmentally, culturally; connecting LA’s history and historical people to today.

4th Grade: California History: Exploring the people, events, and places that make our state special and connecting to today.

5th Grade: United States History: Exploring the people, events and places that lead to the creation of our Nation and development of our government; connecting historical events to current events in the United States; examining a young person’s role in shaping the future of our country.
Perspectives for a Diverse America (PDA): New LA Elementary will use this curriculum tool from Teaching Tolerance\(^2\) which “is a literacy-based curriculum that marries anti-bias social justice content with the rigor of the Common Core State Standards.” Teachers can use the various tools to develop lessons and units. For example when Kindergartners are studying identity, family and community the teacher can access the Central Text Anthology and choose a book such as Julia Moves to the United States by Sean McCollum, a powerful tale of author Julia Alvarez and her move from the Dominican Republic to the U.S. and the difficulties and joys associated with immigrating to this country. The text along with strategies for discussion and suggested activities from PDA will form the basis of student learning in this unit. Students may identify with Julia or gain understanding about their friends and neighbors all the while exploring their own complicated identities.

Science (Core Subject)

The New LA Elementary science curriculum will be lab-based, offering opportunities for students to use the scientific method starting in the earliest grades. We will use a number of curricular tools such as FOSS and GLOBE protocols which are inquiry based and hands on. Additionally, the science curriculum will be embedded with themes of ecology and environmental education. All science curriculum will be designed around the Next Generation Science standards. At each grade level students will have at least one unit in which they learn about life, physical and Earth sciences. The curricular materials listed include informational texts that address the different topics and expect students to practice literacy in the sciences in line with CCSS. Additional texts such as newspapers and magazines will be used to enhance the existing curriculum. In the primary levels students will use picture books with science themes as well such as How a Seed Grows by Helene Jordan. Engineering, Technology and Application standards will be addressed through the hands-on, inquiry-based nature of all science units at New LA Elementary.

Full Option Science Systems (FOSS): FOSS is an inquiry-based hands-on Science curriculum for TK-5. There are 3-5 units that align for each grade level. Units of study come with most materials and guide students and teachers through daily investigations that lead to more questions, new ideas, and advanced science learning.

Global Learning and Observations to Benefit the Earth (GLOBE): GLOBE is a set of investigation protocols and an international network of scientists doing real science in the real world. Students at all grade levels have the opportunity to collect data using the protocols and share it with scientists through the online GLOBE network allowing those scientists to work with vast amounts of data and allowing the students to participate in real science while learning not only standards for investigation and experimentation but using their own data to draw their own conclusions.

Ecology/Environmental Education: New LA Elementary’s strong ecology focus will go hand in hand with our service learning mission. Environmental awareness will be embedded in the overall school culture with in-class recycling, resource conservation expectations, campaigns to keep the school and neighborhood clean and green. Environmental education goes beyond strict science in that it requires the study of cultural, political, economic and societal influences on the Earth. In science classes students will be exposed to this wide array of study and use it to develop action plans for a cleaner and greener future.

Visual and Performing Arts (Non-Core Subject)

New LA Elementary believes strongly that the arts are an integral part of an educational experience and we are dedicated to providing arts education for all of our students. Art will be taught explicitly through a curriculum that exposes students to a wide variety of arts education such as visual, performing, media and musical arts. We will also integrate arts with the academic curriculum because we recognize that for many students art may be the vehicle through which they access academics or it may be the best medium for students to demonstrate their learning. Classroom teachers and outside consultants will work

\(^2\) www.perspectives.tolerance.org
collaborately to implement the arts program for all students during the school day. At all times, however, the credentialed classroom teachers will be in the room supervising.

**Health and Physical Education (Non-Core Subject)**

New LA Elementary will provide Physical Education for all students at or exceeding the required 200 minutes for every 10 school days. The physical activity portion of our PE curriculum will consist of strength training as well as game playing. Playing games in PE makes the exercise fun but also teaches important concepts such as teamwork, good sportsmanship and problem solving skills. In addition, we will integrate lessons about anatomy and healthy eating throughout the PE curriculum.

**Technology (Non-Core Subject)**

New LA Elementary will have carts of Chromebooks for student use in the classrooms. In addition to using technology for word processing, research, presentations or educational software we feel that it is important for students to also learn about technology. We will bring in the 9 Dots organization’s Get Coding program which will teach students basic computer skills and text based coding. 9 Dots has developed a program that is common core aligned and includes curriculum and professional development for teachers. Get Coding encourages problem solving and critical thinking skills in a fun and engaging way. Students will learn the language of coding and build understanding of technology in a way they don’t normally experience on the usage end.

**Intervention and enrichment programs (Non-Core Subject)**

At New LA Elementary we will create times during the school day to provide both enrichment and intervention. Using data from our benchmarking and other formal and informal assessments throughout the year teachers will determine the needs of individual students. During a designated centers time students will work with other students who have similar needs on specific skills as determined by the teacher. During this time students who are at and above grade level may have the opportunities to engage with enrichment activities such as math card games, board games, independent reading, book club, online educational games.

There will be opportunities for additional intervention during literacy activities such as guided reading and writer’s workshop. During this time students may be working independently thus allowing the teacher to work individually or in small groups on targeted skills. Again this would be based on data available through the Illuminate data management system and gathered through benchmarking and other formal and informal teacher assessments. Formal intervention is addressed in more detail in Element 2/3 including how New LA Elementary will meet the needs of different subgroups and how New LA Elementary will proceed when classroom based interventions are not successful.

**Curricular and Instructional Materials**

In accordance with the Williams Legislation of 2007, all students at New LA Elementary are issued State content-standards and Common Core standards -aligned textbooks and instructional materials in the core and required subject areas. New LA Elementary will use the following materials:

| English Language Arts | • California Treasures (McGraw Hill)  
|                       | • Core Literature  
|                       | • Perspectives for a Diverse America - Central Text Anthology (Tools for Tolerance)  
|                       | • Reading Mastery (McGraw Hill)  
| English Language Development | • Systematic ELD (EL Achieve)  
|                           | • SDAIE Strategies |
### Instructional Methods and Strategies

At New LA Elementary school we will employ a variety of instructional approaches and teaching methodologies, we believe that there is no one right way for teachers to teach and students to learn. We do feel strongly that students learn best when they are engaged and can experience their learning opportunities directly and collectively. The three major strategies that we will employ are Project Based Learning, Inquiry Based Teaching and Cooperative Learning. What follows is a detailed description of each.

**Project-Based Learning**

In project-based learning, teachers design projects where students work in teams to explore real-world problems and create presentations to share what they have learned. The projects are standards-based, and the teacher serves as facilitator. Compared with learning solely from textbooks, this approach has many benefits for students, including:

- Deeper knowledge of subject matter;
- Increased self-direction and motivation;
- Improved research and problem-solving skills.

Project-based learning engages students by starting with the concrete and solving hands-on, real-world problems. It has been shown that such problem-solving tasks are a great motivator for students. Students are motivated by challenges and solving problems. Project-based learning gives students a chance to mimic the behavior of scientists, making learning fun and exciting.

In project-based learning, students try to answer a question -- one that has relevance for them -- that is greater than the immediate task at hand. Students conduct research using a variety of sources, from the Internet to interviews with experts. They work on the project over an extended period of time -- six weeks or more -- due to the in-depth nature of the investigation. Like adults trying to solve a problem, they don't restrict themselves to one discipline but delve into math, literature, history, science -- whatever is appropriate to the study.

Project-based learning involves an in-depth investigation of real-world topics worthy of children's attention and effort. There is generally a three-phased approach: Phase 1 involves an initial discussion of a project topic, including children's firsthand experiences related to the topic. Phase 2 involves fieldwork, sessions with experts, and various aspects of gathering information, reading, writing, drawing, and computing. Phase 3 is the presentation of the project to an audience.

Enthusiasm alone is not enough of a justification to advocate project-based learning, but the results of that enthusiasm argue in its favor, say educators and researchers who have studied or used project-based learning. Children who are excited about what they learn tend to engage more deeply in the
subject and to expand their interest in learning to a wide array of subjects. They retain what they learn rather than forget it as soon as they take a test. They make connections and apply their learning to other problems. They learn how to collaborate, and their social skills improve. They are more confident talking to groups of people, including adults. And, as a number of research reports suggest, project-based learning can correlate positively with improved test scores, reduced absenteeism, and fewer disciplinary problems.

One of the most important elements of project-based learning is the use of school wide rubrics. The rubrics are a tool to evaluate proficiency, but are also used by students to understand expectations. Rubrics are tailored to measuring the standards being covered by the specific project, and can then be used by teachers to evaluate student progress and proficiency.

The research on Project-Based Learning is vast.

Some of the more important studies were done by Boaler (1997)\(^13\), by University of Michigan researchers and others (e.g., Marx et al., 1997)\(^14\), and by the Cognitive and Technology Group of Vanderbilt and others (e.g., Barron et al., 1998)\(^15\). Some studies of PBL report increased attendance, self-reliance, and improved attitudes towards learning on the part of students. More recently, Lam et. al. (2009)\(^16\) confirmed the prior research and also included reports of increased motivation in students. PBL seems to be equivalent or slightly better than other models of instruction for producing gains in general academic achievement and for developing lower-level cognitive skills in traditional subject matter areas. There is ample evidence that PBL is an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, and decision-making. And there is evidence, albeit indirect, that the effectiveness of PBL is enhanced when it is incorporated into whole-school change efforts.

**Inquiry-Based Teaching**

Inquiry-Based Teaching is the art of creating situations in which students take the role of scientists. In these situations, students take the initiative to observe and question phenomena; pose explanations of what they see; devise and conduct tests to support or contradict their theories; analyze data; draw conclusions from experimental data; design and build models; or any combination of these.

These learning situations are open-ended in that they do not aim to achieve a single "right" answer. Nevertheless, students work under clear standards. They learn to observe keenly and thoroughly and to pose questions that are answerable, in part or in whole, through some meaningful test or exploration. They engage in trial and error, and they learn to analyze and reason carefully. Such open-ended situations can also be used in mathematics, language arts, or history.

Inquiry is asking questions. But not just any questions, good questions. Questions that are accessible. Questions that can be answered in part or in whole. Questions that lead to meaningful tests and explorations. It involves observation and measurement, hypothesizing and interpreting, model building and model testing. It requires experimentation, reflection, and the recognition of the strengths and weaknesses of its own methods. During inquiry, a teacher may pose a question or work with students to


pose their own questions. These questions are often open-ended, offering students the opportunity to
direct their own investigations and find their own answers (not just the one right answer), and in all
likelihood, lead to more questions.

Inquiry is what scientists do. They usually do it in a formal and systematic way, and in the process,
contribute to the collective body of information we call knowledge. In experiencing science as inquiry,
students learn how to be scientists. Thus, students learn more than just a body of concepts and facts,
they learn the processes involved in establishing those concepts and facts. Inquiry provides students with
concrete, active learning experiences. Students take the initiative. They develop problem solving,
decision-making, and research skills that enable them to become lifelong learners.

Inquiry allows students at different developmental stages to work on similar problems and even
collaborate in finding solutions to those problems. Each student gets to bring his or her own special
talents into play. Inquiry allows for the integration of multiple disciplines. As students explore, they will
tend to ask questions that will involve both science and math, social studies and language arts, technical
and artistic skills. Inquiry involves communication. Students must ask coherent, meaningful questions.
And they should report their results, orally or in writing. In this way, they both teach and learn from each
other.

Inquiry-based instruction allows teachers to learn about their students -- who they are, what they know,
how their minds work. These insights will enable teachers to be more effective facilitators in their
students’ pursuit of knowledge. When using inquiry, teachers must refrain from preempting students; too
many hints, too many questions, and too many answers detract from the learning process - and all the
fun, too. Inquiry requires students to take responsibility for their own education. Inquiry creates
opportunities for teachers to learn how their students’ minds work. Teachers can then apply these insights
to set up appropriate learning situations and facilitate students’ pursuit of knowledge. Some of the skills
that teachers learn when using inquiry include:

- knowing when to provide a push
- knowing what hints to give each particular student
- knowing what not to tell students (not to give away the answer)
- knowing how to read student behaviors as they work through challenges and how to design
  meaningful learning situations that take those behaviors into account
- knowing how to help students collaborate in solving problems together
- knowing when observations, hypotheses, or experiments are meaningful
- knowing how to tolerate ambiguity
- knowing how to use mistakes constructively
- knowing how to guide students so that giving them control of their explorations does not mean
  losing control of the classroom

The philosophy of inquiry-based learning finds it antecedents in the work of Dewey and Vygotsky among
many others. Dewey’s\(^\text{17}\) theory of learning is that optimal learning and human development and growth
occur when people are confronted with substantive, real problems to solve. He believed that curriculum
and instruction should be based on integrated, community-based tasks and activities that engage
learners in forms of pragmatic social action that have real value in the world. The focus on the teacher
as expert is central to Vygotsky’s\(^\text{18}\) learning theory. He proposed that cognitive development is the
product of social and cultural interaction around the development and use of tools of a cognitive, linguistic
and physical nature. Learning occurs in a zone of proximal development where authoritative tool users –
teachers acting as mentors – initiate and lead students as novices into the use of technologies. This
structured introduction into using tools is called 'scaffolding'. Work should be structured around projects


that demand students engage in the solution of a particular community-based, school-based or regional problem of significance and relevance to their worlds.

Cooperative Learning

According to Ormrod (2004)\textsuperscript{19}, Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Cooperative learning methods are extensively researched, and under certain well-specified conditions they are known to substantially improve student achievement in most subjects and grade levels. (Slavin 2012)\textsuperscript{20}

Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete the task. Cooperative learning allows students to connect with others to achieve a common objective in learning development.

Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts, recognize that all group members share a common fate, know that one's performance is mutually determined by oneself and one's team members, and feel proud and jointly celebrate when a group member is recognized for achievement.

The duration of cooperative learning varies depending on the nature of the task. For example, groups are commonly convened for short-term cooperative learning that accomplishes specific writing tasks such as working on the five-paragraph essay in a class period of 60 minutes.

Ormrod (2004) suggests five basic common features of Cooperative Learning:

- Students work on a common goal in small groups.
- Students are given behavior principles such as listening to others respectfully.
- Group members are interdependent of one another for their achievement.
- A useful learning behaviors framework is provided, and the teacher serves the role as a facilitator.
- Students are rewarded based on group contingency. The group assesses its efficiency at the end.

Cooperative learning encourages positive interdependence (sink or swim together), face-to-face interaction (promote each other's success), individual & group accountability (no hitchhiking! no social loafing), interpersonal & small-group skills, and group processing. Examples of class activities which use cooperative learning include jigsaws, three-step interviews, round robin brainstorming, circle the sage, and partner work.

Implementation and Student Mastery of Standards

New LA Elementary's dedication to project based, collaborative, hands on learning with high academic rigor aligns perfectly with meeting expectations in the CA Common Core State Standards, the goals of which are as follows:

- To correct inconsistencies between and among states in the quality and rigor of their standards and assessments;
- To have research based standards to prepare all students to be college and career ready;
- To enable students from the U.S. to compete with their peers globally;


To align standards with 21st century skills.

Additionally, we will focus on the Next Generation science standards in our adoption of science curricula and our instructional methods in order to be ready for full implementation.

**Technology**

New LA Elementary will be equipped with chromebooks for regular use as well as for preparing for and taking state standardized assessments. Chromebooks will be in carts with full class sets so students will have one to one access when in the classroom. From the earliest grades students will be exposed to computers with age appropriate activities including but not limited to educational games, coding, intervention software, typing practice, word processing, research, web design, photo manipulation and presentation software. Technology is a regular part of our lives now and it is imperative that we integrate the use of technology thoughtfully and appropriately. While students will continue to engage with the world directly the use of technology will enhance those interactions. At New LA Elementary computer technology will be a regular part of the instruction but we will also explore the study of technology itself through the computer science program Get Coding from 9 Dots.

**Transitional Kindergarten**

Students who turn 5 years old between September 1 and December 1 of a given school year will enter New LA’s Transitional Kindergarten program (TK). New LA Elementary will comply with all applicable requirements regarding transitional kindergarten. Students in TK will be integrated in Kindergarten classrooms and will be exposed to all core subject areas and nurtured through building the social, emotional and academic skills that will help them succeed in elementary school. They will follow the kindergarten curriculum with additional supports to meet them at their developmental level.
There are a total of 177 instructional days.
## Daily Schedules

### KINDERGARTEN

<table>
<thead>
<tr>
<th>M, W, Th, F (2:40 dismissal)</th>
<th>Tuesday (early release day 1:40 dismissal)</th>
<th>Minimum Day (12:30 dismissal)</th>
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<tbody>
<tr>
<td>7:45-8:10 Breakfast</td>
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<tr>
<td>8:10-8:30 Calendar/Opening activities</td>
<td>8:10-8:30 Calendar/Opening activities</td>
<td>8:10-8:25 Calendar/Opening activities</td>
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<tr>
<td>8:30-9:30 Literacy</td>
<td>8:30-9:20 Literacy</td>
<td>8:30-9:10 Literacy</td>
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<tr>
<td>9:50-10:50 Math/CGI</td>
<td>9:40-10:30 Math/CGI</td>
<td>9:30-10:10 Math/CGI</td>
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<tr>
<td>10:50-11:20 ELD/Literacy Enrichment</td>
<td>10:30-11:00 ELD/Literacy Enrichment</td>
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<tr>
<td>11:20-11:40 Lunch</td>
<td>11:00-11:20 Lunch</td>
<td>10:40-10:55 Read Aloud/ Silent reading/ Library</td>
</tr>
<tr>
<td>11:40-12:00 Recess</td>
<td>11:20-11:40 Recess</td>
<td>10:55-11:20 Writers Workshop</td>
</tr>
<tr>
<td>12:00-12:20 Read Aloud/ Silent reading/ Library</td>
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<tr>
<td>12:20-12:50 Writers Workshop</td>
<td>11:55-12:20 Writers Workshop</td>
<td>11:50-12:30 Science/Social Studies</td>
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<tr>
<td>12:50-1:40 Elective*</td>
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<tr>
<td>1:40-2:40 Science/Social Studies</td>
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### FIRST GRADE

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<td>11:30-1:45 Read Aloud/ Silent reading/ Library</td>
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<td>11:30-1:45 Read Aloud/ Silent reading/ Library</td>
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<tr>
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<td>11:45-12:30 Science</td>
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<tr>
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*Elective = PE, Arts, Coding*
### Instructional Days and Minutes Calculator

New LA exceeds the required instructional days and minutes for all grade levels.

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<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>
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### Teacher Recruitment

The hiring goals for faculty and staff are diversity, commitment to the school’s mission, and excellent training and experience.

New LA Elementary adheres to all requirements outlined by No Child Left Behind (NCLB) with respect to teachers and paraprofessional employees. Teachers meet the requirements for employment as stipulated by the California Education Code section 47605(l). Teachers are responsible for carrying out the school’s educational program, teaching the core academic classes, overseeing students’ academic progress, advising, and monitoring assessment. All teachers will hold a Commission on Teacher Credentialing certificate. In order to ensure implementation of the school’s mission and educational philosophy, preference is given to teachers who have experience designing and implementing a project-based learning curriculum aligned to state standards and Common Core standards.

New LA Elementary teachers:

- Provide a quality, enriched and powerful curriculum.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet needs of the students.
- Provide an effective classroom environment that reflects and facilitates the academic program.
- Provide peer assistance to teachers and work on professional growth.
- Actively strive for continuous and open communication with parents and community members.
- Maintain regular, punctual attendance.
New LA Elementary implements a comprehensive recruitment plan to seek teachers with the above-mentioned qualifications. The plan includes, but is not be limited to, posting job openings on major teaching university websites, posting job openings on education job websites such as EdJoin.org, offering competitive salary and benefit packages to prospective faculty members, and using connections at some universities and educational organizations to find teachers. New LA Elementary will also utilize opportunities at teacher recruitment fairs and national advertising mediums. Specifically, the main sources for teacher recruitment will be though the UCLA, USC and LMU schools of education, EdJoin.org, and the California Charter Schools Association.

**Professional Development**

We believe that teachers need support, time and resources to provide the instructional program at New LA Elementary. Our professional development program begins in the summer with one to two weeks of professional development work, which is a mandatory part of a teacher’s role at New LA Elementary. This work includes team building, planning time, and training over various aspects of our program, including:

- School mission and vision
- Project-based learning
- Social justice education
- Data driven instruction
- Authentic assessment
- Response to Intervention
- Inquiry-Based instruction
- Common Core State Standards
- ELD instruction

Throughout the school year, staff members participate in weekly professional development meetings. These meetings are on Tuesdays from 2:00-4:00pm and on early release Tuesdays from 1:00-4:00 pm. During these meetings, grade level teams or clusters meet to plan for Response to Intervention classes, ELD instruction and grade level activities. Grade level teams are also responsible for documenting student intervention progress during this time. Full faculty meetings would include professional development about:

- Emergency planning
- Special Education
- Team building
- Critical program reflections

During our monthly early release professional development meeting times we will focus on some of the following concepts in our first year:

- Culturally responsive teaching and learning
- Critical Friends Groups
- Reflective Care Program
- Data Driven Instruction
- Response to Intervention
- 9 Dots, Get Coding
- English Language Development
- Gifted and Talented Education

In addition, after each quarterly benchmark assessment, teachers have a day of professional development to analyze data, plan for Response to Intervention Classes, and work with grade level clusters to reflect on effective strategies and methods for teaching CA Common Core State Standards.
Professional development is planned and led by the principal and teacher leaders. PD sessions are also conducted by outside experts when resources permit. Some potential PD partners include the Wildwood School Outreach Department, The Center for Reflective Communities, 9 Dots and UCLA Center X.

**Meeting the Needs of All Students**

**English Learners**

Given the demographics in the neighborhood we intend to serve and previous experience in the community we anticipate that we will have a high English Learner population. We will identify English Learners through a multi-step process outlined in the LAUSD master plan, which we will adopt. We will first consider the answers submitted on the home language survey to determine a home language status (English Only or Possible English Learner). Any student who is a possible English Learner will take the CELDT/ELPAC within 30 days of enrollment. For Kindergartners and new arrivals to the school we will do preliminary scoring to determine a student's status and level at the start of the year so we can start providing appropriate instruction right away. New LA Elementary will communicate with parents at the start of the year regarding the supports in place for English Learners and the process for conducting CELDT/ELPAC testing. Additionally, parents will be informed of student CELDT/ELPAC results within 30 days of receipt of those results. The school will host general meetings for parents to help them understand the results of the CELDT testing and the reclassification criteria. Parents will be invited to participate in the reclassification process when it applies to their child.

New LA will employ a Structured English Immersion (SEI) model for all English Learners. The SEI program will ensure that English Learners will receive ELD instruction at a designated time during the day which will be coordinated with grade level clusters (K-1, 2-3, 4-5). All teachers will receive professional development in ELD instruction through in-house experts i.e. administration and experienced teachers, and through training provided by EL Achieve to accompany the Systematic ELD curriculum. During ELD time students will be placed in groups according to their ELD proficiency level (Emerging, Expanding, Bridging) and core teachers will provide instruction targeted at the specific needs and level of that group. Grade level clusters will coordinate and plan with each other throughout the year using CELDT/ELPAC results, benchmark assessments, informal assessments to determine the individual needs of each student and provide instruction at their level. At trimester breaks grade level clusters and administrators will gather to assess students’ progress with regard to the ELD standards. At this time students may be moved to a new ELD proficiency level and thus a new class for the following trimester or students may be reclassified as an RFEP.

Our criteria for determining student promotion to a new ELD level will be based on mastery demonstrated in the ELD standards as determined through students work samples and teacher observations.

Our criteria for determining reclassification as indicated in LAUSD’s Master Plan which we will adopt are as follows:

- Proficiency on state mandated standardized tests (SBA) - At/Near Standard
- Proficiency on the CELDT/ELPAC: Overall score of 4 or 5 with no subtest lower than 3
- Teacher evaluation based on student progress report marks
- Parent consultation and approval

On a yearly basis New LA Elementary administration and faculty will assess our reclassification rates and progress of students moving in proficiency levels to determine the effectiveness of our ELD program and we will adjust as necessary. The administration and faculty will look at the data in the areas listed above as well as our internal benchmarking data and anecdotal data from teachers.

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

New LA Elementary believes that all students are capable of excellence and that identifying students’ individual strengths and needs is the key to providing appropriate differentiated support. In accordance with California State Board of Education Recommended Standards for Programs for Gifted and Talented...
Students (July 2005), gifted identification and services take into account multiple forms of giftedness (e.g., Intellectual Ability, High Achievement Ability, Leadership Ability, Creative Ability, and Visual and Performing Arts). Additionally, New LA Elementary recognizes that gifted learners are not just high achievers and may fall into one or more of the following categories: gifted/able underachiever, twice-exceptional (gifted and special needs), English learner, standard English learner, low-socioeconomic status, heightened social-emotional needs, etc.

Some students may be previously identified as gifted/talented (GATE) and will be provided services as such when enrolling. Others may be screened and referred for district gifted identification in one or more of the seven district categories of gifted identification, if appropriate (e.g., district administered Intellectual assessment), when recommended by a staff member, parent/guardian, or student. Parents are an important partner when it comes to gifted, high achieving, and potentially gifted students and New LA Elementary will make a point of notifying parents of student assessment results and strategies that teachers are using to meet the academic and social-emotional needs of their child. The administration and teachers will monitor the progress of students in this subgroup through classroom assessments (including novel, project-based learning products) and benchmark assessments.

Identified and potentially gifted students (i.e. those students exhibiting characteristics of giftedness including critical thinking and problem solving skills in their home language), will be clustered for instruction in accordance with state recommendations. Gifted learners will not be isolated in classrooms but will be strategically clustered to provide opportunities for students to work with like-minded, intellectual peers in a heterogeneous setting. Students working at different paces are sometimes grouped so that students excelling in a particular subject help students struggling with that same subject. At other times, gifted or high achieving learners will work together to ensure ample opportunities for new learning and acceleration beyond the core curriculum (e.g., real life application of standards in a research project). Research shows that people deepen understanding through the process of teaching others, and students may develop greater curiosity as they consolidate their own learning. The inclusion of GATE students in heterogeneous, standards-based classrooms creates stimulating classroom environments, provided that each class has a cluster group of gifted learners (approximately 5-8 identified or potentially gifted learners per class). Using a flexible grouping model in the classroom (e.g., whole group, heterogeneous small group, homogeneous small group, individual, etc.) will ensure that grouping models are not stagnant (Kingore, 2004).

In order to provide this rigorous educational experience, teachers are prepared to provide high-quality differentiated learning opportunities for these students, and receive professional development to enhance those abilities. Additionally, classroom assignments and demonstrations of learning will be differentiated to allow for high achieving and gifted students to be challenged further in the curriculum. This does not mean that those students will receive extra work rather they will be encouraged to go deeper into concepts and operate at higher Depth of Knowledge (DOK) levels. All lessons will be planned and implemented to incorporate the “non-negotiables” of differentiated instruction for gifted learners: depth, complexity, novelty, and acceleration. Core curriculum will be modified based on academic readiness, interest, and learning style. Research-based differentiated strategies to be implemented in all grade levels include, but are not limited to: prompts of depth and complexity, learning/interest centers, flexible grouping, curriculum compacting, project-based learning, and independent study (Kingore, 2004).

Students Achieving Below Grade Level

Students who are performing below grade level will be identified through teacher observations, formative and summative assessments including school-wide benchmarks and standardized testing results. We will provide intervention for low performing students during the school day in the form of small group instruction by a teacher or instructional aide during literacy, math and writer’s workshop. During these times in the day the students will be working in small groups or independently after getting initial

instruction in the form of a mini lesson or unpacking of the task from the teacher. While students are engaging in their tasks the teacher can pull students for guided work in a particular skill area. In many cases students will rotate through centers in leveled groups. One rotation will always be a session with the teacher who will guide the students in that group at their instructional level. Additionally, New LA Elementary will employ the use of intervention software that students can engage in individually at their particular skill level. Use of this software will happen as one of the centers during a rotation time, or when a student has completed other work or as assigned by a teacher at his/her discretion based on the need of the student. We will also provide after school intervention classes targeted at students’ specific areas of deficit as determined by the assessments listed above. After school intervention will be taught by classroom teachers who will design the curriculum to support the in class curriculum and will focus on basic skill needs. Students will be selected to participate in based on performance on the assessments listed above. Participation in the intervention program is a service the school will provide and families with struggling students will be strongly encouraged to take advantage of the opportunity for the benefit of their child. In the event of a schedule conflict that will not allow a student to participate the school will work with the family on a case by case basis to determine appropriate next steps to provide support for the student.

Any students who are not responding to the interventions put in place and are continuing to struggle academically will be referred to the Student Success Team (SST). An SST meeting will include the teacher, an administrator, a special education teacher, the parent and the student when appropriate. Once a student has been referred the SST coordinator will contact the parent to schedule the meeting. The team will review the student’s strengths and areas of need and create an action plan for how to address the areas of need. The team will reconvene at a designated time roughly 6-8 weeks later to assess progress. If a student is making progress the team will continue with the plan laid out at the original meeting. If the student is continuing to struggle the team will make a revised action plan or determine if it is appropriate to administer academic assessments to determine eligibility for an IEP. In addition to the SST process the administration and teachers will monitor the progress of students in this subgroup through classroom assessments and benchmark assessments.

Socio-Economically Disadvantaged/Low Income Students

New LA Elementary will identify students who are socioeconomically disadvantaged/low income through the National School Lunch Program applications. We will partner with a variety of organizations to provide the best learning environment for these students.

- **Center for Reflective Communities**: Studies have shown that students from socio-economically disadvantaged homes suffer from depression, stress and anxiety at higher rates than their peers. Chief among these studies is the Adverse Childhood Experiences (ACE) study conducted by Kaiser Permanente. In many cases this does not only effect the child during the school year but well into adulthood and often results in higher rates of disease and death. At New LA Elementary we feel that it is important to address the needs of these students early on and make sure that school is a sanctuary for them where they feel safe and supported. One way we will do that is through our partnership with the Center for Reflective Communities. We will train the teachers in reflective care and provide parent education opportunities to be trained in reflective parenting which will help reduce the stress load of these students.

- **Share and Care**: In partnership with Cedar’s Sinai we will bring the Share and Care counselling program to New LA Elementary to further address some of the needs stated above.

- **Revolution Foods**: Often the only full meals students in this subgroup eat are those provided by the school through the NSLP. New LA will partner with Revolution Foods to bring fresh, organic and nutritious meals for breakfast and lunch. In addition, Revolution Foods also does nutrition education so students can learn to make healthier decisions.

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22 http://www.cdc.gov/violenceprevention/acestudy/about.html
• **Arc**: New LA will partner with Arc after school programs to provide after school care, homework help and enrichment for students. Enrichments include sports, arts and crafts, dance and cooking.

In addition to these partnerships, New LA Elementary students will be required to wear a uniform thus reducing the stress that low income students often feel when trying to conform to certain expectations of dress and materialism amongst their peers. New LA works with vendors to keep uniform costs affordable. Additionally, New LA Elementary will collect donations of gently used uniform shirts, jackets and sweatshirts that children have grown out of and offer them free of cost to families who cannot afford to purchase new uniforms. New LA Elementary will cover the cost of uniforms for any family not able to purchase or receive them through either of the options listed above and no student will be prohibited from attending New LA Elementary due to lack of funds for uniform purchase.

Regular communication in the form of weekly one on one meetings between New LA Elementary's partners (as listed above) and the principal will serve to monitor the progress of students in this subgroup. At each trimester mark the principal will create reports of student progress to share with partners and teachers.

**Students in Other Subgroups**

New LA Elementary will identify students in other subgroups through information on their enrollment forms.

Foster youth will benefit from many of the services provided for the socio-economically disadvantaged students such as Reflective Care, Share and Care, Arc After School and uniforms. Additionally, there will be a staff member designated to serve as the liaison between the school and the foster family or home, caseworker and any others working with the child.

Standard English learners will benefit from many of the instructional strategies employed to help English Learners such as SDAIE strategies and Academic Language Support.

Students in subgroups such as foster and homeless youth will have a designated administrator who will liaise with all care providers such as case managers, social workers, Department of Mental Health, foster parents and birth parents.

Progress for all subgroups will be monitored through regular meetings between the principal and all care providers, analysis of student academic progress using teacher data and formal assessment data, teacher and counselor reports or social emotional health. The school administrator will remain in regular contact with all care providers to share data and develop systems that will meet the needs of each student.

**A Typical Day at New LA**

**Kindergarten**

7:45-8:10 am: Breakfast – Dana arrives at school in time to pick up her breakfast from Revolution Foods and eat before school starts. She sees some of her friends and sits down to eat in the supervised breakfast area. She chats with her friend about what they are going to do in class today and wonder if there will be a new animal to study in science class. When Dana is finished with her food she takes her trash to the recycling station where she separates food, clean recyclables and trash into separate bins provided there.

8:10 am: Start of School - At 8:05 am Dana walks with her friends to their kindergarten classroom. They place their bags, lunchboxes and coats in their cubbies and go to the carpet for the day’s opening activities.

8:10-8:30 am: Calendar/Opening Activities – Dana’s teacher Ms. Diaz takes attendance then selects a classmate to come up to the calendar to write the new date. The class sings some songs about the days
of the week, the months and seasons. Today is the 95th day of school and the class brainstorms different ways to get the number 95. One student suggests adding 90+5 while Dana suggests counting by 5s to get there. Ms. Diaz charts all the ideas and hangs them up. They are nearing the 100th day of school and Dana is excited for the 100th day party they are going to have.

8:30-9:30 am: Literacy – Everyone takes a stretch break and then returns to the carpet. Ms. Diaz holds up a book and reads the title and author out loud, The Day the Crayons Quit by Drew Daywalt. Dana loves books but she struggles to read so read aloud is her favorite time of day. Ms. Diaz asks the class to make a prediction about what the book might be about. Dana notices that there are crayons with faces and arms and legs on the cover so she suggests that it is about magical crayons that can talk. As Ms. Diaz reads the students pay close attention. Sometimes Dana doesn't understand a word, she remembers that Ms. Diaz always tells them to ask so she raises her hand and asks. Ms. Diaz explains the word and thanks Dana for speaking up. Ms. Diaz stops now and then to define words or ask the class for predictions. She also encourages them to imagine how Duncan might be feeling as he reads the letters from his crayons or identify with the emotions expressed in the book. When the book is over Ms. Diaz asks if this story could really happen. Dana knows that crayons can't really write letters or talk and Ms. Diaz says that this is called fantasy.

After the read aloud students work in literacy centers. Dana is in a group that gets to work with Ms. Diaz, everyone in the group has a copy of the book they are reading together. They take turns reading aloud while Ms. Diaz helps with decoding, vocabulary and intonation. When they get to a point where a character is speaking Ms. Diaz stops them to talk about quotation marks and exclamation points and demonstrates how they can read with feeling when they see these marks on the page. Every student tries reading that line with feeling and Dana thinks it is kind of like acting.

Other students around the room are working independently while Ms. Baker the aide circulates around the room to help out.

9:30-9:50 am: Nutrition/Recess – Dana gets her snack from her bag and goes out to the kinder play yard. She joins a few friends who are assigned to garden duty this week. After eating her snack she goes to the raised bed garden and starts by pulling weeds. The students notice that the peas are starting to look plump and they ask if it is time to harvest them. Ms. Diaz says they'll harvest on Friday and share with the class during lunchtime. Before recess is over Dana gets a watering can to carefully water the vegetables growing in the box without wasting any water. Dana had never seen peas that weren't frozen or from a can before so she is very excited to try these fresh peas on Friday.

9:50-10:50 am: Math/CGI – Dana comes back to the classroom after nutrition, she knows it is time for math so she gets out her math journal and waits for the warm up. Ms. Diaz puts a 2x2 grid on the board with the following numbers: 12, 17, 5, 11 and asks the kids to think about which one doesn’t belong and hold up their fingers to show how many different responses they have. Dana can think of two ideas: 12 because it is even and the others are odd and 5 because it is only one digit. When it is time to share with her elbow partner he points out that 11 also doesn’t belong because it is the only one that has two of the same number. When the teacher calls the class back together Dana is surprised when other kids come up with lots of other possibilities. When they are done charting and discussing they have at least 15 on the board.

Now it is time for counting collections, Dana and a friend choose a bag filled with paper clips and set about counting them. Dana makes a mark on her paper for each paperclip she counts and writes the number next to it. She notices that her friend is making groups and asks what she is doing. Dana’s friend shows her that she is making groups of 10 and on her paper she is writing a circle with the number 10 inside to indicate the entire group. Dana knows how to count by 10s and realizes that she can do this too. When Ms. Diaz comes around Dana and her friend explain their discovery and Ms. Diaz asks them to present their ideas during closing. When the session is over all students gather on the carpet and Dana explains the grouping and counting by 10s.

10:50-11:20 am: ELD – Dana speaks Spanish at home but she has older brothers and sisters who speak English with her so she feels pretty comfortable in English. During ELD time she is in a group with other students who speak fluently but still need some support in academic language. The teachers call this the
**Bridging** group. Dana likes this time of day because she gets to go to a different classroom just like her older siblings do. Dana has ELD class with Mr. Barry who teaches 1st grade. There are students from the other kindergarten classes in her group and some 1st graders as well. Mr. Barry starts with a read aloud of *Press Here* by Herve Tullet. This book is interactive and Mr. Barry gets on the floor with the students so they can be more involved. As he goes through the book he asks different students to follow the commands such as press all the yellow dots, shake the book or blow on the pages each time resulting in a new configuration of dots on the following page. Dana loves it when all the dots “slide” to one side of the page and Mr. Barry acts totally shocked.

After the read aloud Mr. Barry gives each student some blank paper and asks them to write some new pages to add to the book. Mr. Barry encourages the students to write and spell as best they can and asks students to read to him as he circulates. To close the class each student shares their ideas for additions to the book.

11:20 am -12:00 pm: Lunch/Recess – The students leave directly from ELD to lunch. Dana gets in the lunch line and takes her tray to a table where some of her friends are playing. After eating and cleaning up after herself she goes out to the play structure in the kinder yard where she likes the slide best.

12:00-12:20 pm: Silent Reading – Dana is sad when recess is over but she also loves the calming time she is about to spend in the classroom library. She enters the room and selects a book from the blue bin, which she knows is one she can read by herself. Dana’s favorite spot in the room is under the counter near the cubbies and she nestles in there to read. As Dana looks around she sees that everyone is reading quietly even Ms. Diaz who has brought her own book from home.

12:20-12:50 pm: Writer’s Workshop – Ms. Diaz begins writer’s workshop with a mini lesson about capital letters. She reviews the times when a capital is needed and points out the difference between lowercase and capital letters on the various charts around the room. Before she releases the students to begin writing she asks them to be conscious about using capitals and especially when not to use them (middle of a word).

Dana gets her writing folder and decides that today she is going to continue to work on a story she started yesterday about when she went to a Dodgers game with her family last summer. She notices that some kids are conferencing with the teacher or each other and others are publishing. Dana wants to publish this story so she can read it at Author’s Night at the end of the year. She remembers seeing her older sister read at Author’s Night and can’t wait for her turn.

12:50-1:40 pm: Art – After Writer’s workshop Mr. Perez, the art teacher arrives. He wheels in a cart full of art supplies, like paper, paint, markers, glue and much more. He asks the students to remind him of the names of the 3 primary colors (blue, red and yellow) as he holds up cards with those colors on them. He then assigns one color to each table group of students. He instructs them to get up and look around the classroom for something that is that color and bring it back to the table. Dana’s table get’s blue so she heads directly for the Unifix cubes she uses during math time. There are many colors there but she chooses a blue one and goes back to her table. Once all the students have returned with their items Mr. Perez tells them to share the items at the their table. The other students at the table have returned with a bead, a marker and a blue homework folder. Almost immediately they notice that they don’t all look the same and some kids start to argue about which item is the real blue. Mr. Perez expected and hoped this would happen. He pulls the class back together and they discuss the range of hues that colors represent and he explains that we get different colors by mixing the primary colors. On each table he places a three, sealed jars with water colored with red, blue and yellow food coloring. He tells the students to hold the jars up to the light to see the colors better then suggests they use more than one jar. The room is filled with oohs and aahs as they see green when they hold yellow jar in front of the blue one. After they play for a while Mr. Perez summarizes using a large blank color wheel (six small circles forming a circle on the page). First, using a crayon he colors in the primary colors one in every other circle. Then he asks the class what color was produced when they mixed red and blue – purple. He colors the blank circle in between the red and blue purple and so on until the color wheel shows red, orange, yellow, green, blue and purple. Mr. Perez says that in their next class they will actually get to mix paint and create a drawing my mixing colors. There is some time left in class so he gathers the students on the rug and reads *Mouse Paint* by Ellen Stoll Walsh. In this story some white mice get into some paint and mix it all up. While he is
reading he encourages kids call out the colors that are produced each time the colors mix, they are delighted when they know what will happen when the yellow mouse dances in the blue puddle.

1:40-2:30 pm: Science – Today is a science day! Dana returns to the classroom to find that Ms. Diaz has brought out clear plastic tubs with snails in them. They begin on the carpet talking about science safety and how to treat the animals kindly (something they do every time they have live animals in the class). Ms. Diaz asks a student to get up and walk across the room to get a pencil. When the student returns she asks the class to describe what parts of her body she used to move across the room. Some responses are: legs, feet, knees. Now Ms. Diaz tells them that not all animals move in the same way. Today they will be looking at how the snail moves. She reminds them about the goldfish they had last week and asks the students to remind the class of how they moved (using fins to propel themselves through the water). Dana works in a group of 4, students to look at the snails in the tubs and discuss how they move. Ms. Diaz circulates through the room but allows the students to explore on their own and draw their own conclusions initially. About 10 minutes in she calls the class to attention and asks students to share out any interesting observations or any questions they have? Dana shares that if you look at the snail from below you can see the bottom of it’s body as it is moving through the clear plastic. Others observe that they are able to climb up the side of the container and don’t fall off. One student asks if snails can only move on smooth surfaces like the plastic and the teacher asks if there is a way they can discover the answer to the question. Some students suggest trying to put the snails on the carpet or taking them outside the playground. Ms. Diaz brings out a box of materials with different textures that they can try. Some students place the snail on sandpaper while others use the carpet or a leaf. After discovering that snails can move around on most surfaces one student wonders if the snails move at the same pace on different surfaces so he asks for a stopwatch and the students organize races and record the times for each surface. After more observations the teacher calls for the students to clean up and join her at the carpet. There, they share more observations as she records them on a large chart. The students cannot wait for the next time they get to observe the snails.

2:30-2:40 pm: Closing – Remaining at the carpet, Ms. Diaz reminds the students about the field trip next week to the California Science Center and reiterates that permission slips are due by Friday. She dismisses them one row at a time to gather their backpacks and get in line at the door for dismissal.

2:40 pm: Dismissal – Dana is brimming with excitement about her day and can’t wait to tell her mom about the snail races. Tomorrow she hopes to finish her story about the Dodger game so she can start conferencing.

5th Grade
7:45-8:10 am: Breakfast – Adrian arrives at school in time to eat breakfast with his friends before entering the class.

8:10-8:30 am: Opening – As students enter the classroom they form a circle in a corner of the room to meet with their teacher Mr. Smith. They open the day with a 1-5 check in. All students consider how they are feeling on a scale of 1-5 and hold up that number on their fingers. Mr. Smith surveys the circle taking note of any students who may have particularly low or high numbers and then opens it up to any students who want to share their number and reasoning. Adrian is a 4 today but he doesn’t want to share. His friend Diego is a 2 and he raises his hand to share that he didn’t sleep very well last night because his little sister has a cold and woke up crying a lot in the night, Diego is tired this morning. Mr. Smith has been trained in reflective care and takes note that Diego may struggle to complete work or participate on the level he normally does. Mr. Smith also knows that when a child is tired he may appear to act out more or have more conflicts with his classmates. He will keep an eye on Diego in order to give him extra support today as needed.

8:30-9:30 am: Literacy – Students take out their word work journals. Mr. Smith guides them though a lesson on descriptive words. They identify and underline adjectives in sample sentences then he reads a passage and asks kids listen carefully for descriptive words while he reads and then turn to an elbow partner to discuss. Adrian’s partner heard the word verdant to describe a lush green jungle. Adrian has never heard this word before and didn’t realize it was an adjective. His partner described it to him and explained that it is similar to the word verde which Adrian knows means green in Spanish. When they
share out Adrian is excited to share something new that he learned, while students share what they heard
Mr. Smith charts the words. Following this lesson the class separates into groups for reading centers that
they will rotate through. One center is continuing to work with adjectives on a worksheet, another center is
doing independent reading in the class library (students are expected to choose a book at their reading
level which is assessed periodically and each student is aware of his her level), the third center is using
this week’s vocabulary words to create a skit together using all the words, they will share this skit with the
class at the end of the week, and the fourth center is doing guided reading with Mr. Smith. Each group is
composed of students at similar levels so Mr. Smith can target specific skills during his guided reading
time.

9:30-10:10 am: ELD/Literacy Enrichment – During ELD/Literacy Enrichment time all students are
separated based on ELD level and they go to one of the teachers in the 4th/5th grade cluster. Adrian is
RFEP so he is doing a book group with Ms. Foster. They are reading Holes by Louis Sachar. Each week
they do some read aloud, some round robin reading and some reading for homework. During Literacy
Enrichment class they have facilitated discussions in smaller groups using guiding questions provided by
Ms. Foster. At least one day a week Ms. Foster joins the discussion with each group.

10:10-10:30 am: Nutrition/Recess

10:30-11:30 am: Math/CGI – Today’s number sense routine is called “Making 10.” Students work in
partners with a deck of cards with the face cards removed. They select 9 cards from the top of the deck
and place them in a 3x3 array on the table. They take turns making 10 by using the numbers on the
available cards and any operation i.e. (5 x 2 = 10; 3 + 4 + 2 + 1 = 10). Any cards they use they remove
and place in their pile. When they have used up the deck (or the play time is over) the student with the
most cards wins. After the number sense routine Mr. Smith calls the group together to discuss the
problem of the day. Ms. Ramirez had a pizza party for her 33 students. She had promised that they would
each get to eat at least 3 pieces of pizza. Each pizza has 8 pieces now Ms. Ramirez needs your help
deciding what is the least amount of pizzas she should order. Mr. Smith reads the problem aloud and
reviews any vocabulary that may create an obstacle for students. He reminds them that they may use any
of the tools in the classroom to solve their problem. He hands out the worksheet with the problem written
at the top and also gives some additional number sets for students who finish early. The students work in
partners and Mr. Smith circulates around the room asking questions and encouraging students to explain
their reasoning and represent their process numerically and pictorially on their worksheet. Adrian finishes
quickly and moves on to the second number set with his partner. Toward the end of the math class Mr.
Smith calls the group together. He has asked a few kids while they were working if they would present
their process as an example to the class and they do so now.

11:30-12:10 pm: Coding – Now it is time for coding. Mr. Baber from 9 Dots comes to the class to help Mr.
Smith with today’s lesson. Adrian loves computers and is excited that they are going to start a new coding
game today. After practicing some sequencing activities in class with Mr. Smith earlier in the week they
are going to apply the coding language to the concept of sequencing to make frogs jump across lily pads.
Mr. Baber has already used Hapara to push out the getCoding website, so once students log in it will
open to the page for today’s lesson as the home screen. Once Adrian logs in he is instructed to use
simple jump( ) commands to indicate which frog should move and in which order. If the command
sequence is correct the Adrian will move to the next level and if not he will be told which command is an
error and try again. As he moves up levels Adrian is writing 5 and 6 lines of code to move 3-4 frogs on the
lilypads in different directions. He is very engaged and when he notices that a classmate next to him is
struggling with level 3 he offers to help. Adrian has a computer at home and he is going to continue to
practice the frog jumping game at home today.

12:10-12:40 pm: Writers Workshop – As a continuation of today’s adjectives lesson in Literacy this
morning Mr. Smith asks students to brainstorm in their writing journal as many adjectives they can think
of. Then they share with an elbow partner. Each partner chooses 5 they want to share and one
representative goes up to chart their five words on the chart they started in the morning. Mr. Smith
encourages students to use their lists and the class list to add descriptive language to their writing today.
Students still are able to write on a topic of their choosing and Adrian is writing a story about fishing with
his dad, as he writes he begins thinking about how he can describe the way the fish looked when he caught it, he focuses on revising that portion of his story.

12:40-1:00 pm: Recess

1:00-1:20 pm: Lunch

1:20-1:40 pm: Read Aloud – After recess and lunch Mr. Smith likes to gather the students back together to ease them back into the classroom environment with some read aloud. Today he has chosen a funny book of poetry by Shel Silverstein, *Where the Sidewalk Ends*. This is not the first time the kids have seen this book and they delight in making requests for some of their favorite poems. Adrian asks for *The Dirtiest Man in the World*, his favorite.

1:40-2:40 pm: Science – Mr. Smith opens science class today with another read aloud. The students have been learning about the water cycle and in earlier grades they have learned the words evaporation, condensation and precipitation but Mr. Smith wants them to know that the water cycle is a bit more involved than that. He begins by reading *A Drop Around the World* by Barbara Shaw McKinney. This story follows a water droplet on its journey in and out of different states of matter as well as actually traveling across the globe. During the story Mr. Smith stops to point out points where the drop is changing states of matter and asks students to recall what is happening to the molecules in each change of state (moving a different speeds and getting closer or farther away from each other) and what causes it (temperature change). Following the book the students play a game in which each student becomes a water drop. Everyone distributes themselves around different stations in the room labeled with places water is found (ocean, river, groundwater, glacier, clouds, pond, plant, animal etc.). At each station there is a spinner, each child uses the spinner to determine where he/she will go next. Adrian starts in the river, there are 6 choices on his spinner and they are river, animal cloud, groundwater, ocean and ocean. He spins ocean and moves to that station. He has a log and records this move. On his next spin the choices are ocean, ocean, ocean, ocean, ocean, cloud. Not surprisingly, Adrian spins ocean, he records this on his log and stays at that station. While Adrian remains in the ocean for some time before moving on his classmates are all having varying journeys as well and recording each move (or non move) along the way. After a while Mr. Smith calls the students together to debrief the game. Some kids were surprised that they got stuck for long periods of time in the ocean and glaciers and Mr. Smith pointed out that this mirrors reality since water at the bottom of the ocean or frozen in a glacier really doesn’t have anywhere to go until there is a major change. Mr. Smith tells the students that they will use their logs from the game today as the basis for their own story of the journey of a water droplet that they will be writing over the next couple of weeks.

2:40 Dismissal
“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

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

**Measurable Goals of the Educational Program**

The measurable goals of the program are aligned to the State priorities. Please refer to LCFF table in Element 1.

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

Performance targets are aligned to the State priorities. Please refer to LCFF table in Element 1.

**Other Performance Targets**

Other performance targets are aligned to the State priorities. Please refer to LCFF table in Element 1.

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

Our school will perform benchmark assessments 4 times per year (5 times for K-2 students who do not take the Smarter Balanced Assessments) and will track that progress through the use of the Illuminate Data & Assessment System. At each benchmark date students will be assessed based on the standards expected to be completed by the end of the year. For example, Common Core expects kindergarteners to be able to count to 100 by the end of the year. Benchmark assessments in August, September, December, March and June would have counting to 100 as the standard throughout. A student may be asked to count as high as he or she can. We would know the student is progressing when we see that at each benchmarking date the student can count higher than the last. Illuminate has pre-created assessments as well as software for teachers to create assessments. All questions on either will be linked with a standard from the common core. When we view results we can see not only how a student
performed on a particular question but also how that student performed in that standard on a variety of questions or how the class performed on a standard, which would inform the teacher’s instruction. Over the course of the year we will be able to view student performance by standard and determine progress. Using this same method we can follow a student from year to year by looking at the standards assessed and that student’s performance and progress over time.

We will also be participating in state standardized testing using the Smarter Balanced Assessments for students in grades 3-5. The new systems for data analysis being developed together with the SBAC will allow us to look at student data on the SBA from year to year and again compare not necessarily the overall score of a student but performance on a standard over time particularly since the basic standard from grade to grade does not change but rather deepens.

**Data Analysis and Reporting**

New LA will perform benchmark assessments throughout the school year starting with a pre-assessment at the start of every year to assess students’ levels, which will inform instructional plans. Teachers will participate in data analysis days on pupil free days to analyze data and plan in accordance with results. The ongoing benchmarks will take place in September, December and March and each benchmark period will have a corresponding data analysis day for teachers which will be planned and facilitated by the principal. During the data analysis days teachers will use the Illuminate Data & Assessment program to disaggregate data and determine intervention groups of students who are underperforming in a particular skill area or plan lessons focused on skill areas that the whole class shows need for. Illuminate will also be used to prepare reports of student progress overall and by subgroups that will be presented to board members by the principal for regular updates and used by teachers and administrators to catch any populations that are not being served and revise the strategies being used to target their growth.

Students placed in intervention groups will be tracked with data as well. Teachers will document student progress on specific skill areas through anecdotal observations, quick quizzes or exit slips and progress on intervention software such as Khan Academy. The results of this data will be used to determine if a student will continue in a specific skill area or move on to something new and will guide teachers in exiting students from the intervention program or referring them to the SST.

The data collected through benchmarking along with other formative and summative assessments will be used not only to monitor individual student progress but also to monitor the success of the school’s programs overall. Looking at data will help teachers and administrators know what is working well and can be replicated and what needs to be changed or eliminated from the school program.

Additionally, we will track the progress of English Learners through use of the CLEDT/ELPAC test and conduct the California English Language Development Test/English Language Proficiency Assessments for California (CELDT/ELPAC) for all non-native English speakers to determine their status and level as English Learners. The CELDT/ELPAC data will provide information on student skill levels in reading, writing, listening and speaking. This information will help teachers determine the needs of students and guide them in planning instruction that will target specific ELD standards in their lessons both in ELD classes and integrated into the other subject areas.

Teachers will work collaboratively with their grade level teams or grade clusters (K-1, 2-3, 4-5) on data analysis days for benchmarking and CELDT/ELPAC analysis and in monthly grade level meetings for intervention to plan how to address the needs of students as indicated by the data.

The school principal will have access to all student data and will be able to monitor progress and view reports for all students, classes, grades, and subgroups. It is the responsibility of the principal to report academic progress based on data from SBAC, benchmarking, CELDT/ELPAC and using Illuminate Data & Assessment software to organize and interpret the data. The principal will also work with the Board Education Committee to discuss and respond to any areas of deficit as indicated by the data.

**Illuminate Data & Assessment System**
We will be using the Illuminate Data & Assessment System to organize and analyze student data. Through Illuminate teachers can create formative and summative assessments as well as use pre-created assessments that are common core aligned and modeled after the Smarter Balanced Assessments. Assessments can be given on paper or online and all data is stored and tracked.

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

New LA Elementary will have a standards based progress report based on the Common Core Standards for each grade level. We will report progress on a trimesterly basis (October, February and June). We will use a scale that indicates student progress on a given standard. The scale, known as the EMAD, will be as follows:

- **E** = Exceeds standard
- **M** = Meets standard
- **A** = Approaches Standard
- **D** = Does not meet Standard

In addition to grades for academic progress students will be give EMAD grades for the Respect for Self and Others standards which indicate work habits and behavior and align with our school mission.

New LA Elementary will look to retain only in kindergarten or in extreme cases. When it appears that a student may be a good candidate for retention the school will look at the following elements listed below in section 3 and conduct a meeting with the classroom teacher, parent, principal and special program staff such as a counselor when appropriate.

No student can be considered for retention if he/she has not already participated in the intervention programs offered and had an SST meeting and action plan implemented.

**New LA Elementary Promotion and Retention**

New LA Elementary believes that students must have demonstrated the ability to progress academically in order to be advanced to the next grade in school. When student advancement is questionable, retention may be an appropriate option. The value of retention decreases with each year a student attends school. Retention will be considered strongly in kindergarten and after that only after all other options have been exhausted.

1. The decision to retain:
   a. Shall be discussed with the parents or guardians by SST 2 in March;
   b. After two SST meetings where all possible accommodations have been provided and special education is ruled out.

2. The retention conference will:
   a. Include the following participants: classroom teacher; principal; special programs staff, where appropriate, and parents or guardians;
   b. Written approval is given by the parent or guardians;
   c. Upon request of the principal, the Executive Director may waive the requirement in b. above.
   d. Establish instructional goals for the student for the following school year.

3. The following considerations will be used in the decision as to whether or not to retain a student:
   a. Age - The student whose birth date falls on the last half of the calendar year (July through November) is in the younger half of the class and would be more likely to benefit from adding a year to his/her education;
   b. Academic Performance - The faster learner should not usually need to repeat a grade in order to catch up with academic work if proper motivation and assistance are given. The slower learner will probably continue to achieve below grade placement and retention will not
alleviate this discrepancy. It is probably the student in the middle ranges of intellectual ability who has the best chance of profiting from retention.

c. Size - The early maturing student, already larger than peers, might be uncomfortable if placed in a group with smaller students;

d. Peer Relationships - Is the student a part of the community/neighborhood group with which there is close identification? Would the placement in another grade affect feelings as far as peers are concerned?

e. Parent or Guardian Involvement - The parent or guardian must be involved in the proposed move. If the retention is not supported by parents or guardians, it may reflect in the entire family relationship and affect the student's attitude toward school. If the parents or guardians approve, the student's chances for success are greater.

f. Student's Attitude - Ideally, the student should take part in the decision. Student should be able to withstand the adjustments that may accompany the new situation.

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

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

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

**Legal and Policy Compliance**

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

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter 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.

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

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

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

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

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

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, 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 Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or 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 (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

New LA is governed by a Board of Directors. The school’s internal accountability structure and decision-making process will make the school self-sustainable throughout the years. There will be one board governing both New LA Middle School and New LA Elementary School. Likewise, one executive director will oversee both campuses.

Board of Directors
The New LA Board of Directors is responsible for all legal and fiduciary matters involving New LA. The Board provides fiscal accountability by approving and monitoring budgets and other financial matters. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives. The Board has the responsibility of selecting and evaluating the executive director.

The Board of Directors’ primary responsibility is to ensure student achievement by monitoring the academic program and holding the executive director accountable. Accountability is the bedrock of the Charter School movement, and that responsibility at New LA rests with the Board of Directors. Approving the yearly budget, contributing to the financial well being of the school, fiscal oversight, compliance, and upholding the mission of the school as outlined in the charter are essential responsibilities.

New Los Angeles Charter School Board of Directors will consist of up to 15 members. Members of the Board are required to follow the school’s Conflict of Interest Policy.

In recognition of the need for diverse voices on the Board, there has been a consistent attempt to recruit board members to fulfill the operational and instructional needs of the school including, management, law, finance, governance, administration, curriculum and instruction, and community relations. New Board member recruitment and the review process is an essential part of growth and a process that all Board members should engage in. It is important that the Board balance transparency and accessibility with the careful, thoughtful scrutiny of suggested members. We also must respect the feelings of potential Board members by considering their nomination in a timely manner.

The Board of Directors meets monthly.

Overview of Board Duties:

Mission & Strategic Direction
- The Board determines the organization’s mission and purpose
- The Board engages in strategic planning and long term strategy

Resource Development & Financial Accountability
- The Board raises money
- The Board enhances the organization’s public image
- The Board ensures effective financial management
- The Board ensures sound risk management policies

Oversight & Assessment
- The Board selects and orients new board members
- The Board organizes itself so that it operates efficiently
- The Board approves school policies
- The Board assesses student achievement, operations and compliance
- The Board selects the executive director and reviews his/her performance
- A Board committee assists the executive director in selecting the principal
Organizational Structure:

Governing Board Composition and Member Selection

New Board member recruitment and the review process is an essential part of our growth and a process that all Board members should engage in. It is also important that the Board balance transparency and accessibility, with the careful, thoughtful scrutiny of suggested members.

Board Recruitment Norms:

1. New LA will recruit and select board members who are 100% committed to the mission and vision of New Los Angeles Charter School.
2. New LA will recruit and select board members who reflect the diverse community the school serves.
3. New LA will recruit and select board members without ever being influenced by the promise or the implication of a donation to the school of any size.

Board Recruitment Process:

Step 1 – March-April: The Ad-Hoc Nominations Committee, comprised of the board chair and other board members who wish to serve, determines impending Board vacancies by identifying current members who wish to be nominated for a new term, and by identifying specific needs of the Board, and informs the Board of the areas of need.

Step 2 – April-May: Board Members identify potential new members of the New LA Board of Directors by notifying the chair of the Ad-Hoc Nominations Committee and providing him or her with information about the nominee (the potential nominee must fill out the Request for Information form).
**Step 3 – May:** The Ad-Hoc Nominations Committee will review, discuss, and rank all prospective candidates to determine whether or not they should be recommended as candidates to the Board. The Committee will vote on a preliminary slate, and set up dates for prospective Board Members to visit the school and meet with the Committee and Executive Director.

**Step 4 – June:** The Ad-Hoc Nominations Committee will present the full slate of the coming year’s board at the board meeting. The Board of Directors will vote on the slate presented by the Committee. The Board strives for unanimous support for new Board Members, but per the by-laws, a simple majority is all that is needed.

**Governance Procedures and Operations**

The Board has adopted policies governing meetings of the Board designed to ensure compliance with the Brown Act. The primary purpose of the Brown Act is to ensure access by the public to the decision-making process of the Board. Board meeting dates are scheduled for the entire year and published on the school calendar and the website.

**Definition of “Meeting”**

For purposes of the Brown Act, a “meeting” includes any gathering of a majority of the members of the board, at the same time and location, including teleconference locations, to “hear, discuss, deliberate or take action on any item.” Importantly, the Brown Act prohibits “serial meetings,” which include e-mails or telephone calls among a majority of the committee members for the purpose of developing consensus on a school issue.

**Notice**

The board must provide at least 72 hours notice of all regular meetings, 24-hour notice of all special meetings, and 1-hour notice of emergency meetings. The notice must include an agenda for each meeting, including any items to be considered in closed session. The chair should coordinate with School personnel to ensure that notice of committee meetings is posted in a timely manner and in a public location.

**Location**

To ensure that meetings are held in an ADA compliant location, all meetings will be held at the Elementary School site or the Middle School site.

**Minutes**

Minutes must be taken for each meeting and submitted to the Board secretary prior to the next Board meeting. The operations director or his/her designee shall record the minutes. The minutes need to reflect the following: time and date of meeting, members attending, topics of discussion with sufficient description to inform the public, actions taken (including in closed session), and time that the meeting is adjourned. Minutes are archived in a binder in the main office, available for the public to view.

**Decision-Making Procedures**

Per the New Los Angeles Charter School bylaws:

**NUMBER OF DIRECTORS.** The authorized number of directors shall be not less than three (3) and no more than fifteen (15).

**ELECTION AND TERM OF OFFICE.** Directors shall be elected for two-year terms by majority vote of the Board. Terms of board members are staggered, so that elections occur for half of the board members each year.

**QUORUM.** Two-thirds (2/3) of the authorized number of directors constitute a quorum of the Board for the transaction of business. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, unless a
greater number be required by law, by the Articles, or by the Charter except as provided in the next sentence.

ANNUAL MEETINGS. The Board shall hold an annual meeting for the purposes of the selection of officers and the transaction of other business. Annual meetings of the Board shall be held on such dates and at such times as may be fixed by the Board.

REGULAR MEETINGS. Regular meetings of the Board may be held and noticed on such dates and at such times as may be fixed by the Board.

SPECIAL MEETINGS. Special meetings of the Board for any purpose or purposes may be called and noticed at any time by the Chair or any two Directors.

EMERGENCY MEETINGS. Emergency meetings of the Board for matters requiring immediate action may be called and noticed at any time.

PARTICIPATION IN MEETINGS BY CONFERENCE TELEPHONE. Directors may participate in a meeting of the Board, or a committee meeting, through use of a conference telephone or similar communications equipment, so long as all members in the community in attendance in such meeting can hear all board members who participate via conference telephone, and follows the procedures set forth in the Brown Act regarding teleconference meetings.

NOTICE. All meetings shall be noticed in accordance with the Government Code section 54950 (the "Brown Act"). Annual and regular meetings of the Board shall be held upon at least seventy-two (72) hours’ notice. Special meetings of the Board shall be held upon at least twenty-four (24) hours’ notice. Emergency meetings of the Board shall be held upon at least one (1) hour’s notice. Any such notice shall be conspicuously posted at the principal executive office of the Corporation and shall be delivered to each director’s electronic mail address.

Stakeholder Involvement

At New LA Elementary, we believe that a collaborative partnership means that the administration and teachers are responsive to the concerns of parents.

New LA aims to include all members of its community a voice in the educational program. The School welcomes parents on campus, and provides multiple volunteer opportunities each day. Parents participate in the decision-making in many ways. First, all board meetings are public and allow opportunities for comment. Second, parents are involved in the LCAP process and the budgeting priorities.

Volunteerism is a basic component and necessary part of the New LA vision. The school itself was created by the dedicated volunteer efforts of parents and community members. New LA strives to create an environment that not only fosters volunteer efforts on behalf of the school, but also helps to foster the spirit of volunteerism in our students by promoting community engagement projects.

In no way whatsoever is volunteering mandatory and in no way impacts a student’s admission or continuing enrollment.

We believe that students can reach their full potential when there is a high level of involvement by families. We encourage involvement in a partnership between home and school built on mutual respect. At New LA, we believe that parents and guardians want their child to be passionate about learning, engaged in the community, and have respect for themselves and others. Parents and guardians should have high expectations of the school and of their children. In turn, the school has high expectations that parents will contribute to the team-effort needed to fulfill the school’s mission. Excellence cannot be accomplished nor maintained without the active respectful participation of the families. Parents are encouraged to participate as a support team and are encouraged to participate in self-improvement programs and events that can enhance their children’s home learning environment. Volunteer hours,
however, are not a requirement and are not a condition of admissions or continued enrollment. This is made clear to all families through the Family Handbook and the Family Contract.

New LA Booster (NewLAB)
New LA Booster (NewLAB) is an action-oriented parent organization benefitting the students and staff of New LA by fundraising, organizing innovative educational programs, fostering school spirit, and supporting parent and community engagement. Membership in NewLAB is free. NewLAB board elections take place in September each year. The group organizes community events and partners with teachers and administration to help support the mission of the school.

Family Diversity
At New LA, we believe that diversity among parents is a strength that improves the educational culture for all. Parents have different philosophies and approaches to their involvement in their children’s education. Likewise, parents may contribute in different ways to the collective responsibility of running a charter school and making the program a success. Recognizing that each parent, like each child, is unique and infinitely valuable and deserving the utmost respect, New LA asks parents to contribute to the school’s success by volunteering their skills, time, and resources to the extent that they are able. However, volunteering is not mandatory as a condition for enrollment.

Family Education Program
In order to help provide families the tools they need to do the very difficult job of parenting school children, and to bolster the partnership between school and home, New LA offers a series of Coffees & Family Education Evenings throughout the school year. Topics may include:

- Bullying & Harassment Awareness
- Internet Safety
- The Early Childhood Years
- Building Positive Self-Image
- Promoting Literacy at Home
- Nutrition Education with Revolution Foods
- Respect for Self and Others Program
- Reflective Parenting

New LA Student-Family Contract
In an attempt to engage families, each family receives a New LA Family Contract. The contract asks students and families to honor the following commitments as members of our community:

- Supporting students with the timely completion of homework and projects
- Appropriate and timely responses to teacher contacts
- Ten hours of school-based community service
- Attendance at two parent conferences
- Attendance at Back to School Night
- Attendance at two parent education workshops
- Attendance at one community event
- Sending their child/ren to school 95% of the time or more
- Supporting the rules and regulations set forth in our family handbook (attendance policies, uniform compliance, and discipline and code of conduct)

Families earn points for honoring their commitments to the school. They will receive updates throughout the year. By the end of the school year, families are encouraged to earn a certain number of commitment points. If a family falls short, the principal will invite them to a meeting and offer assistance and support to the family. Failure to earn points does not impact enrollment in any way.
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 meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

Faculty, Instructional Aide, and Counselor, Job Description:

- Provide a supportive learning environment for students;
- Guide students to mastery of the California Content Standards and Common Core Standards;
- Serve as a student advisor; includes following the advisory curriculum, monitoring social, emotional, and academic progress, and acting as first contact for parents;
- Participate in social justice and community engagement activities;
- Daily duties, including carpool and student supervision before school and at nutrition and lunch;
- Participate in outdoor education programming, including multiple-day and overnight camping trips;
- Work well as a team player to prepare students for success in high school, college and the world beyond;
- Serve as a positive role model;
- Collaborate well with all colleagues – in grade level teams, curriculum teams, and full faculty.
- Demonstrate classroom excellence, including differentiated instruction and student-centered methodologies;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;
- Be flexible and be a team player;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

Faculty Qualifications:

- Possess Multiple Subject California Credential;
- Have teaching experience at the elementary school level and enjoy working with elementary school students;
- Demonstrate classroom excellence, including differentiated instruction and student-centered methodologies;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;
- Be flexible and be a team player;
• Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

Executive Director Job Description:

Institutional Growth
• Work with the Board of Directors to help meet institutional fundraising goals;
• Lead study and implementation of organizational growth or expansion efforts;
• Represent New LA at fundraising events and donor site visits;
• Develop and maintain relationships with donor base;
• Identify and pursue new donor prospects and partnerships from the corporate and high net worth individual sectors, and maintain the interest of lapsed donors;
• Ensure prompt and thorough follow-up on donor requests and requirements;
• Write grant proposals, renewals and progress reports;
• Develop and maintain a donor database.
• Ensure accurate and timely filing of tax returns as required by tax authorities

Organization Operations
• Benefits and Compensation – stay informed to provide competitive package to employees;
• Hire/fire/supervise/evaluate upper level school management and the Business Services Provider;
• Recruitment and Hiring – set timelines and priorities for organization;

External Relations
• Articulate the school’s mission and values, cultivate relationships with families of prospective students and other key constituents, build a shared vision among a variety of stakeholders;
• Advance the school’s commitment to diversity among students, faculty, & staff;
• Establish and oversee relations with LAUSD, LACOE, CDE, etc. for purposes of reporting, compliance and renewals;
• Maintain relations with community organizations & political leaders;
• Oversee charter renewal timeline and process and WASC accreditation;
• Work with Board on future facilities options and progress;
• Handle inquiries and press calls;
• Create and implement student recruitment plan and procedures;
• Conduct student outreach and orientations in target communities;
• Serve as organization representative at community meetings;
• Supervise the production and distribution of external communications tools (website, e-newsletters, brochures, videos, etc.);
• Foster relationships with key members of the media to secure increasing coverage of New LA

Budget & Finance
• Direct the preparation of the annual budget and direct the administration of the budget after its adoption;
• Work with Business Provider on finance, budget and fiscal planning activities;
• Review, update and implement business and fiscal policies;
• Review monthly reports and share information with school leaders & board;
• Oversee auditing process;
• Monitor cash flows and balances on a regular basis.

Board Relations & Support
• Keep informed of current educational philosophy and practices by advanced study, visiting other charters, attending educational conferences and workshops, and reading current professional literature.
• Prepare agenda and materials for Board Meetings, maintain records of the Board, and assure legal compliance;
• Attend and participate in all meetings and closed sessions of the Board.
• Serve as professional advisor to the Board, providing information and data for decision-making.
recommendations are requested or offered, the Executive Director will provide rationale for the recommendation.

**Executive Director Qualifications:**

- Possess an MA or above in Education and/or Business (CA administrative credential preferred);
- Have teaching and/or administrative experience;
- Have experience running an organization, creating and managing budgets, and working with a board;
- Prior experience working with nonprofit organizations;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;

**Principal Job Description:**

**Instructional Leadership**
- Work with teachers to develop and review the academic program – align curriculum and methodologies to standards and to the school’s mission;
- Promote hands-on, active, cooperative & project-based learning throughout the school community and provide hands-on guidance to teachers as they create and implement the program;
- Work to create a culture that values learning, reading, community engagement, and respect;
- Oversee and participate in all aspects of curriculum design and instruction including core curriculum, arts, electives, and physical education;
- Work with teachers to select textbooks and supplemental design materials that are aligned to curriculum and standards and fit the mission of the school.

**Promoting Achievement**
- Develop and review assessment plan and help teachers develop multiple assessments tied to standards;
- Collaborate with teachers to develop benchmarks for each grade level;
- Use multiple sources of data to develop a plan for the improvement of student achievement;
- Create systems and planning tools for teachers to track which standards are being taught and how to measure student progress; Define and track annual student achievement goals.

**Faculty Management**
- Create a positive and fair work environment where teachers feel enthusiastic about the school;
- Supervise & evaluate faculty;
- Create and implement a professional development program for faculty;
- Set faculty meeting agendas;
- Assist ED in hiring faculty

**Family Relations**
- Coordinate Family Education Program;
- Point Person for NewLAB;
- Coordinate Advisory Room Parents;
- Approval and denial of initiatives;
- Manage and coordinate student-led conferences;
- Lead the SST Process;
- Ensure teachers are being responsive to parents.
- Send weekly email and other relevant communications in both English and Spanish.

**Educational Operations**
- Develop and revise the Family Handbook;
- Oversee all school site academic policies and procedures including scheduling, teacher and room assignments, and discipline.
Discipline
• Higher level discipline;
• Suspensions;
• Recommendations for expulsion with the executive director.
• Detailed record-keeping

Principal Qualifications:
• Experience in elementary school teaching and leadership (a minimum of 10 years of experience preferred);
• A Master’s Degree in Education and/or Administrative Credential (prior leadership experience required);
• Experience with differentiated instruction and student-centered approaches to teaching and learning;
• Excellent communication skills and experience motivating and working with parent volunteers;
• A track record as a successful and progressive educator;
• Experience in the charter school movement;
• Knowledge of or experience with diverse populations;
• Strong computer skills;
• Some facility with Spanish (not required);
• Commitment to the mission and values of New LA;
• Demonstrated commitment to social justice;
• Ability to be flexible and be a team player;
• Willing to go the extra mile in order to meet the educational needs of our students.

Assistant Principal Job Description:

Education Operations
• Coordinate one grade level and oversee grade-level coordinators;
• Manage scheduling of substitute and guest teachers and ensure plans are ready;
• Develop & oversee grading procedures & practices;
• Develop and manage New Teacher and Improving Teacher programs;
• Facilitate new teacher hire integration programs;
• Assist the principal with Instructional Leadership duties and with Promoting Achievement duties.

School Culture
• Develop, promote, and coordinate social justice programming throughout the curriculum and school;
• Oversee co-curricular programs, student leadership, advisory, and community engagement programs;
• Manage field trips and outdoor education trips;
• Coordinate Health Education Program;
• Help create a positive and fair work environment where teachers feel enthusiastic about the school.

Student Management
• Discipline with grade level leaders;
• Support and guide teachers in effective behavior management;
• Suspensions with grade level leaders & principal;
• Manage Suspension Reports for LAUSD;
• Monitor student academic progress;
• Detailed record-Keeping;
• Manage in-school suspensions.

Testing
• Coordination and administration of all mandated testing;
• Create testing schedules;
• Manage department leaders analyzing data with teams

After School Program
- Monitor after school program for quality and mission alignment;
- Ensure after school provider is up to date with all ASES reporting;
- Collaborate with after school provider on academic intervention and remediation;
- Collaborate with after school provider on enrichment, arts, and sports activities.

**Special Education and English Learners**
- Oversee the design and implementation of the school's programs for Special Education and EL students;
- Monitor that Special Education and EL programs comply with all federal, state and local regulations;

**Technology**
- Information Technology: ensure that systems, hardware, software are in place and running smoothly;
- Education Technology: ensure teachers have the tools to use technology to enhance their teaching.

**Assistant Principal Qualifications:**
- Possess an MA or above in Education (CA administrative credential preferred);
- Have teaching and/or administrative experience at the middle school level and enjoy working with middle school students;
- Demonstrate teaching expertise, including differentiated instruction and student-centered methodologies;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Spanish speaker preferred, but not required.

**Operations Director Job Description:**

**Financial Operations**
- Work with back office provider to: Process Invoice Payment and Expense Requests; Invoice Payment Reconciliation; Payroll Review and Submission;
- Maintain department, grade-level, and teacher budgets and provide monthly reports;
- Order Processing (Supplies & Textbooks);
- Transportation & fee coordination (including field trips and outdoor education);
- Ensure maintenance of inventories of all school-owned and leased materials;
- Lunch program reimbursement processing and compliance;
- Maintain teacher and staff personnel files with all required documentation;
- Coordinate payroll time sheets, sick and leave documents, reimbursements, purchasing, and employment documents for faculty and staff.

**Human Resources**
- Collect, analyze and confirm credential paperwork relating to credentialing.
- Ensure proper retirement arrangements are made.

**Facilities Management**
- Troubleshoot minor technology problems as they arise.
- Facilities management, maintenance and coordination;
- Emergency planning & communication;
- School safety oversight;
- Parking systems management (teachers, staff, parents and visitors);
- Liaison with community and City on facility-related issues (including parking and security);
- Protocol development for facility operations (includes form template production);
- Supervise and direct usage policies for classroom technology and shared school technology, including inventory and maintenance;
- Oversee school Internet usage and filtering software;
National School Lunch Program
- Coordinate and supervise school lunch program (meal orders, monthly menu preparation, daily lunch procedures);
- Lunch program reimbursement processing and compliance.

Student Information
- Student Information System (SIS) management (PowerSchool):
  - Scheduling
  - Enrollment
  - Attendance
  - Staffing
  - Progress reports
  - Transcripts
- CALPADS database management;
- Train staff on all SIS / data software used by the School (PowerSchool);

Reporting
- Any additional required State or Local reporting.
- Process student records & maintain secure file system. 20 Day Attendance Reports;
- Suspension/Expulsion reports to LAUSD;
- CBEDS Reports;
- Norm Day Report;
- CALPADS;

Enrollment
- Attend open houses and participate in selected recruiting events.
- Monitor student enrollment numbers and add students to school as necessary to maintain enrollment;
- Coordinate all enrollment mailings and communication;

Operations Director Qualifications:
- At least 3 years experience working in school operations (charter school preferred)
- Excellent technology proficiency
- Record of past professional excellence
- Ability to be flexible and a team player
- Willing to go the extra mile in order to meet the educational needs of the students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view
- Commitment to the mission of New LA and to social justice
- Be fluent in English and Spanish (oral and written)

Office Staff Job Description:
- Provide a friendly and welcoming presence to anyone walking in
- Coordinate volunteers
- Answer phones
- Attendance
- Meter outgoing mail
- Sort and deliver incoming and internal mail
- Communication preparation
- Monthly suspension & expulsion reporting
- Lunch supervision and tracking
- Assist with forms intake and tracking
- Assist with enrollment process
- Answer questions about the school to parents and prospective parents
Office Staff Job Qualifications:

In order to be considered for this position at New LA, candidates must:

- Possess an Associate’s Degree or equivalent work experience;
- Be fluent in English and Spanish (oral and written);
- Be technologically savvy or have the ability to learn new systems quickly;
- Experience with PowerSchool preferred;
- Be a self-starter, organized, and detail-oriented;
- Demonstrate the ability to take direction well, work independently, and take initiative;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;
- Be flexible, a team player, serve as a positive role model and collaborate well with colleagues.
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Have the ability to be a warm office presence for students, parents, and visitors.
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 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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency 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 Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.
Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

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

**Custodian of Records**

The Operations Director will serve as the school’s Custodian of Records per California Department of Justice requirements.

The Charter School supports and promotes the health and wellness of its students through the Wellness Policy on Physical Activity and Nutrition, and the Internet Safety Policy as follows:

**Wellness Policy On Physical Activity and Nutrition**

New Los Angeles Charter School is committed to providing school environments that promote and protect children’s health, well-being and ability to learn by supporting healthy eating and physical activity. All students will have opportunities, support, and encouragement to be physically active on a regular basis. Foods and beverages served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The school will provide nutrition education and physical education that foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

**Food Service/Child Nutrition Program**

The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. Classroom celebrations should encourage healthy choices and portion control. Parents and families should receive guidance from the school on foods that are appropriate for such celebrations. It further recognizes that significant research indicates a positive relationship between adequate nutrition and learning resulting in academic success.

**Quality of Food**

The executive director or designee shall ensure the meals offered by the school’s food service program meet all legal requirements for participation in the National School Lunch program. The executive director or designee shall ensure that food sales by school-related groups are in compliance with state and federal law and do not impair student participation in the food service program. Sanitation and safety procedures shall comply with the requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-11445. All food available to students on school premises during school hours will meet or exceed nutritional standards established by the District. All foods available to students during school hours shall be: 1. Selected so as to contribute to student’s nutritional well-being and the prevention of disease. 2. Prepared in ways that will appeal to students, retain nutritive quality and foster lifelong healthful eating habits. 3. Proved to give a variety of healthy choices at all site including

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ethnic and cultural favorites. Healthy food choices (fresh fruits and vegetables, whole grains, dairy products) should be promoted in school activities involving staff, students, and community.

**Student Access**

The school will strive to ensure that each student will have access to healthy choices through the development of universal free lunch offered at the school sites.

**Maintenance of a Healthy Environment**

Drinking water and hand-washing facilities should be conveniently available for students at all times. The school will provide an environment where healthful eating behaviors are the norm and are modeled and reinforced. Adequate space in a pleasant surrounding will be developed so that students can be encouraged to eat a nutritious lunch.

**Integrating Physical Activity into the Classroom Setting**

For students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity. Toward that end: Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. The Board desires to provide a physical education program that builds interest and proficiency in movement skills and encourages students’ lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of goals.  

The school’s programs shall include a variety of kinesthetic activities, including team and individual sports, as well as aesthetic movement forms, such as dance and yoga. (cf. 6143 - Courses of Study) An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion. (cf. 6164.6 - Identification and Education Under Section 504) Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather or other inclement conditions. (cf. 3516 - Emergencies and Disaster Preparedness Plan) Exemptions: The principal or designee may grant temporary exemption from physical education under any of the following conditions: 1. The student is ill or injured and a modified program to meet his/her need cannot be provided. (Education Code 51241)

**Daily Physical Education (P.E.)**

All students, including students with disabilities and special health-care needs receive daily physical education (or its equivalent of 200 minutes every two weeks) for the entire school year.

**Physical Activity Opportunities After School**

The school plans to offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. The school will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs. After-school programs and enrichment programs will provide and encourage, verbally and through the provision of space and equipment, activities that promote physical fitness.

**Internet Safety Policy**

24 (cf. 5121 - Grades/Evaluation of Student Achievement) (cf. 6142.8 - Comprehensive Health Education) (cf. 6145.2 - Athletic Competition) (cf. 6146.1 - High School Graduation Requirements) (cf. 6190 - Evaluation of the Instructional Program)
Introduction

It is the policy of New Los Angeles Charter School to: (a) prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. The School will also comply with, at minimum (1) FERPA [student records]; (2) Ed. Code § 49063 [student records]; (3) Ed. Code § 49073.1 [technology contract provisions]; and (4) Ed. Code § 49073.6 [tracking of social media]

Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of New LA Charter School’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Steps include teaching Internet safety, learning about the Acceptable Use Policy, and ongoing discussion with students about Internet safety by classroom teachers.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision, and Monitoring

It shall be the responsibility of all members of the New LA Charter School staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act, and to provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyber bullying awareness and response.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Operations or designated representatives.
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, qualifications and 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, if and when 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.

New LA targets students in the Mid-City area of Los Angeles. In order to strive to achieve a racial and ethnic balance in the student body that is reflective of the general population of the District and of the population in the local geographic area, the School is publicized in an ongoing basis with a particular emphasis on the Mid-City area and its surroundings. The goal is to have a 70:30 ratio. Outreach efforts in order to achieve this ethnic and racial balance take place in English and in Spanish and includes communicating with families, organizations, and local leaders about the school, with particular attention to communicating with hard-to-reach communities and neighborhoods. The general calendar for recruitment is as follows:

**October/November**
- Meet with key parents from the neighborhood
- Publicize December Open House
  - Send “blurb” out through neighborhood publications
  - Hand out flyers at target preschools
  - Send out Constant Contact with Enrollment Calendar/Dates
  - Reach out to Mid-City Press

**December**
- Hand out flyers door to door
- Open House
- Ongoing outreach (see below)

**January**
- Hand out flyers door to door
- Attend community farmer’s markets
- Open Houses
- Ongoing outreach (see below)

**February**
- Hand out flyers door to door
- Attend community farmer’s markets
- Open Houses
- Ongoing outreach (see below)

**March**
- Hand out flyers door to door
• Open Houses

Ongoing Outreach:
  o Neighborhood Association/Council Meetings
    ▪ Carthay Circle NA, Miracle Mile NA, MidCity West NC, Carthay Square NA, PICO NC, South Carthay, PicFair Village, Wilshire Vista Heights, Pico Park
  o La Cienega Farmers Market
  o Vons Market at Pico & Fairfax
  o Laundromat at Pico & Fairfax
  o Holy Spirit Church
  o Tom Bradley Center

We are laser focused on making sure the local community knows about the school and knows their rights to choose. Our enrollment process is open and accessible to all. There are no hurdles to overcome. No hidden rules or restrictions. No attempts to discourage low-achieving students, students with disabilities, or students who qualify for free or reduced lunch. No code words that result in a population that doesn't look much like the District’s population or the local community.

At New LA, we are committed to serving all students. Admissions outreach is designed to inform all students in the target area about the Charter School. All communications are in both English and Spanish. All flyers and enrollment materials are both in English and Spanish.
Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

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

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

Admission Requirements

New Los Angles Charter School admits all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A). The School admits all pupils who wish to attend the School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. There are no requirements for enrollment.

Student Recruitment

New LA actively recruits a socio-economically and ethnically diverse student population from the Mid-City area and its surroundings who are committed to the school's educational philosophy and instructional practices, as described in Element 7. The neighborhood surrounding the target area is historically low performing, socioeconomically disadvantaged, and has a similar percentage of students with disabilities as LAUSD. The school will specifically target and recruit students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. This will be done in general by complete fairness and transparency in the enrollment process, making sure to include such statements on printed materials and in presentations. The School will also meet with administrators of local preschools, informing them of the intention to recruit and include students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. And last, the School will engage parents as additional recruiters, specifically including parents of students with a history of low academic performance, socio-economically disadvantaged students, and students with
disabilities. The School abides by all state and federal laws regarding admissions. New LA shall not discriminate against any student 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.

**Lottery Preferences and Procedures**

The lottery process is simple, and is comprised of the following:

- Parent attendance at a school orientation meeting (meetings are scheduled multiple times over three months and occur on weekday mornings, weekday evenings, and weekends, so as to make attendance as easy as possible);
- Completion of a one-page simple student interest form.

Student interest forms are accepted during a publicly advertised open enrollment period beginning on December 1 for enrollment in the following school year. The open enrollment period runs until March 15. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, New LA holds a public random drawing on or around April 1 to determine enrollment for the impacted grade level(s), with the exception of existing students who are exempt from the lottery.

All individuals who have contacted New LA regarding enrollment will be notified of the time and place of the lottery via application receipt and email, and will be encouraged to attend. Notification of time and location is printed on each application receipt, on outreach materials, and on the School’s website. Typically, the lottery takes place on an evening in early April at the school site. All prospective students who have completed the enrollment process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. At the start of the lottery, the procedures will be announced for all to hear. The random public lottery is conducted by an uninterested party. Parents do not have to be present. It shall be conducted as follows:

1. Each grade’s lottery will be conducted separately.

2. Enrollment for each grade will be determined in stages pursuant to the preferences in this policy, until capacity is met as follows:
   
   a. Siblings of students currently enrolled in the Elementary School, or who culminated the year prior;
   b. Children of New LA staff and Board of Directors (no more than 10% of total enrollment).
   c. Students who reside in the boundaries of the District;
   d. All other students.

   Preference will be given to students who are in categories a and b by exempting these students from the lottery.

3. Applications of interest for each grade are separated into piles according to their preference stage and are counted and numbered. If the number of applications exceeds the grade’s capacity, the matching numbers assigned to the applications of interest are put into a box and drawn until capacity is reached.

4. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. The order of the wait list will be determined in the same stages outlined above and will be ordered directly by the order picked in the lottery.

5. Enrollment or wait-list confirmations are mailed and emailed by the operations director. Registration packets are also mailed at this time and will consist of state-required information and forms.
6. Forms must be returned by a specified date no less than two (2) weeks from acceptance to the main office in order to confirm a student’s place in the School. If not, the slot will be forfeited.

The Charter School ensures that there is a designated note taker present at the lottery to document the fair execution of lottery procedures.

Waiting Lists

Wait lists are maintained for the current enrollment year only and will not carry over to the following year. Any enrollment forms received after the open application deadline shall be either a) placed on the end of the waiting list for the applicable grade in the order they are received; or b) if applying for enrollment in a grade that is not yet at capacity the student will be automatically enrolled; or c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

Once placed on a wait-list, a student will remain on the list until one of the following occurs:

- The student is accepted into the School as a space becomes available and enrolls in the School;
- The parent/guardian requests in writing that the student be removed from the wait-list;
- The end of the current school year.

If a space becomes available, the School will contact the parent/guardian of the first student on the wait-list. The notification will be by phone and email, sent by the operations director or his/her designee. Once notified of an available slot, the parent/guardian will have three (3) days to either accept the spot by filling out and returning an enrollment form. If the School does not receive a response form within three (3) days, the School will deem the parent/guardian to have declined the available slot and remove the student from the wait list.

The operations director ensures that there is fair execution of wait list procedures.
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 Education 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 Charter School’s Calendar
h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:
- P1, first week of January
- P2, first week of April

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

Annual Audit Procedures

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required under Ed. Code § 47605 (b)(5)(l). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting.

An audit committee appointed by the board selects an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The executive director and operations director work with the back office provider, currently ExED, who in turn works with the independent auditor to provide requested information. They have been working with independent auditors for schools they serve for over a decade.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies, and report them to the Charter School Board of Directors with recommendations on how to resolve them. The Board charges the Finance Committee to provide a recommendation for curing audit findings. The Finance Committee presents the recommendation to the Board for a vote. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same, with the goal being to address the finding before the following month’s meeting. Any audit exceptions will be addressed at the board meeting following receipt of the initial audit report. The independent fiscal audit of the Charter School is public record to be provided to the public upon request.
Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

In accordance with the District’s discipline policies New LA Elementary will focus on creating a positive school climate to prevent discipline issues and implementing an appropriate and progressive discipline policy when issues do arise.
Foremost is building a positive school climate through a positive behavior support plan. Some of the following strategies will be used to prevent discipline issues from arising in the first place:

- **Safe School**: Students should never feel threatened physically or emotionally and New LA will make sure that the school environment is a safe one for all students.

- **Consistent classroom management and school norms**: When students know exactly what is expected of them and what to expect if they make a poor decision it lowers the anxiety of the unknown and thus reduces discipline incidents.

- **Engaging and Effective Instruction**: When students are highly engaged in lessons that are well structured they have little need or opportunity to act out.

- **Cultural Awareness**: Teachers and staff will be aware of the cultural backgrounds of students who have cultural norms that sometimes conflict with school norms. This awareness helps adults in the school better understand student intentions and enables them to respond more appropriately to issues that may arise.

- **Culture of mutual respect**: A Culture of respect will result in students feeling that their voices are heard and respected so there will be less need to work against the system and resort to negative behaviors. Students will be expected to respect adults on campus but teachers will also be aware that respect is a two-way street and needs to be earned.

- **Positive Reinforcement**: At New LA Elementary we will honor and celebrate positive student behaviors. This may take the form of shout outs, awards, “caught being good” campaigns, Student of the Month, student leadership opportunities and more.

When discipline issues do arise New LA is committed to handling them in the most appropriate ways. In accordance with the District’s Policies New LA will implement a tiered behavior intervention system, which will include alternatives to suspension. Please see the chart below for further description of Tiered Behavior Intervention:

Tier 1 focuses on prevention of negative behaviors as well as appropriate responses to minor student behaviors. Tier 2 and 3 are progressive consequences and responses to continued behaviors when a student is unresponsive to the interventions in the lower tiers.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>Positive school culture</td>
<td>Individualized alternatives to suspension for students who are unresponsive to Tier 1.</td>
<td>Individualized alternatives to suspension for students who are unresponsive to Tier 1 and Tier 2.</td>
</tr>
<tr>
<td>Mutual respect</td>
<td>Collaboration with families</td>
<td>Collaboration with families</td>
</tr>
<tr>
<td>Consistent classroom norms and effective classroom management</td>
<td>Counseling/social skills instruction through the Share &amp; Care program</td>
<td>Alternatives to suspension</td>
</tr>
<tr>
<td>Consistent consequences for student behavior</td>
<td>Increased academics support</td>
<td>Counseling and social skills instruction.</td>
</tr>
<tr>
<td>Engaging lessons</td>
<td>Behavior contracts</td>
<td>SST meeting</td>
</tr>
<tr>
<td>Positive reinforcement</td>
<td>Classroom management support for teachers</td>
<td>Multi agency collaboration</td>
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<tr>
<td>Collaboration with families</td>
<td></td>
<td>Community and service learning</td>
</tr>
</tbody>
</table>

**Alternatives to suspension**: At New LA Elementary we believe strongly that students are best served when in the classroom and we view the teachers and staff’s role when it comes to discipline as teachers and not punishers. We know that students make mistakes and we will treat discipline situations as mistakes that can be learned from. Thus we will employ alternatives to suspension whenever possible, a partial list of some alternatives to suspension are listed below:
• Conflict resolution
• Restorative justice
• Reflective Journaling
• Parent conference
• Behavior contract
• Counseling
• Individualized student safety plan
• Change of schedule/class

Professional development: Teachers at New LA Elementary will receive professional development in effective classroom management techniques and building a positive classroom culture and Culturally Responsive Teaching. Additionally, as stated above we consider the teacher role to be a supportive and instructive one. While consequences may be necessary in some situations our teachers will be trained in implementing developmentally appropriate consequences that help the student learn about their poor decisions and make better ones in the future. Teachers will use the Pre-Referral Intervention Manual (PRIM) as a reference for appropriate responses to classroom behaviors.

It is the responsibility of the principal to train and support teachers in positive behavior support, and to communicate the school’s policies and practices including how to file a complaint with families.

In-School Suspension

As stated above we believe that it is important for students to remain in class as much as possible. However, there are cases in which a student may need to be removed and placed in an in-school suspension. This would primarily happen in cases where student safety is at risk. If a student were assigned to in-school suspension he/she would be provided with work to complete from his/her classroom teacher and would check in with that teacher at the beginning and end of the day be caught up on what was missed. Any student serving an in-school suspension will be appropriately supervised at all times during the school day. In addition the student would be expected to complete a reflection about his/her behavior and set goals for future behavior. When appropriate, the student would receive counseling support either from a school administrator or school counselor. Any time a student is placed on an in-school suspension the parent will be contacted and fully informed of the incident and consequences and would have the option for a parent conference. In-school suspension would be limited to 1 day per incident and 5 days in one academic school year.

Grounds for Suspension and Expulsion of Students

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

Suspension Offenses

At New LA Elementary, we believe in the goals of the District’s Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support. We believe that it is the right of all students to attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. New LA Elementary will develop a culture of discipline built on positive behavior support and interventions.

There are situations that may require suspension in response to student misconduct; however, suspension, including supervised suspension (such as in-school suspension and class suspension), will be utilized for adjustment purpose only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Prior to issuing a student suspension, school administrators will
implement a system of positive behavior support and strategic intervention that are age appropriate and designed to progressively and effectively address and correct the student’s specific misconduct.

Whenever possible, the School will utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues. Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to sexual harassment, an act of hate violence, or threats and intimidation against district personnel or pupils.

Discretionary Out-of-School Suspension Offenses. The following list may change, and the School will review and update the list annually to comply with proper laws and policies. Students may be suspended for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- 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 students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

Suspension Procedure

The principal, assistant principal, or their designee are authorized to suspend a student. Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.
Notice to Parents/Guardians

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

Suspension Appeal

A student may appeal a suspension to the Executive Director in writing within 3 (three) school days following the suspension. The Executive Director shall make a determination on the appeal within two (2) school days following receipt of the appeal. The Decision of the Executive Director is final.

During the appeal, the student may participate in his/her educational program as normal.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Director or Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

Expellable Offenses

1. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

   - Caused, attempted to cause, or threatened to cause physical injury to another person.
   - Willfully used force of violence upon the person of another, except self-defense.
   - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
   - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   - Committed or attempted to commit robbery or extortion.
   - Caused or attempted to cause damage to school property or private property.
   - Stole or attempted to steal school property or private property.
   - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
   - Committed an obscene act or engaged in habitual profanity or vulgarity.
   - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
   - Knowingly received stolen school property or private property.
Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

A pupil who aids or abets, as defined in Section 31 of the Penal CodeSection 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

Possession of an explosive.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a fire arm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

**Authority to Expel**

A student may be expelled either by the Administrative Panel following a hearing before it or by the Board upon hearing an appeal of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel makes the expulsion decision of any student found to have committed an expellable offense.

**Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

The Administrative Panel conducts the hearing and makes the decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or Panel Chair. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Appeal

The decision of the Administrative Panel shall be in the form of written findings of fact and will serve as a determination of expulsion. A student appeal to the Board in writing shall be made within ten (10) school days following the conclusion of the hearing. The board shall make a determination on the appeal within ten (10) school days following receipt of the appeal. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
- Rehabilitation Plan

The Director or designee shall send a copy of the written notice of the decision to expel to the District and the County. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District and County upon request.
Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district when that student is currently serving the term of that expulsion or charter school shall be in the sole discretion of the Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission. The student will have the right to appeal to the board for a second review.
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).)

New Los Angeles Charter School makes participation in State Teachers’ Retirement System (STRS) available to certificated teachers for the duration of the school’s existence. New LA will make any contribution that is legally required of the employer, including STRS, social security, and/or unemployment insurance. All withholdings from employees and the School will be forwarded to the STRS fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS. The School will pay into CALSTRS - Administered by LACOE, Division of School Finance. The School plans to work with Hess and Associates for reporting the payroll transactions for our CALSTRS employees to LACOE.

Full time non-teaching staff are covered by federal social security and an optional 401k plan. The operations director along with the back office provider will be responsible for ensuring that appropriate arrangements for retirement coverage has been made.

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code.
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.

Pupils enrolled at New Los Angeles Charter School have no right to admission in a non-charter District school as a consequence of charter school enrollment. This information will be posted on enrollment forms.

New Los Angeles Charter School is a school of choice. No student is required to attend and no employee is required to work at New LA.
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. Participation in the dispute resolution procedures outlined below shall not be interpreted to impede or act as a pre-requisite to the District’s ability to initiate revocation proceedings in accordance with Ed. Code § 47607.

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

New Los Angeles Charter School
C/o Executive Director
1919 S. Burnside Ave.
Los Angeles, CA 90016

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

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Exclusive Public School Employer

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

Charter School is deemed the exclusive public school employer of all employees of 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 Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution 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 Education Code section 47607.3.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:
1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

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

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of 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 Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

1. The effective date of the closure of Charter School

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

3. The students’ school districts of residence

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

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

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

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, 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 closure of Charter School

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

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

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

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

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

2. Charter School’s process for transferring student records to 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 student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll 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 California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

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

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

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

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

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

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

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

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

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

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

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

b. 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. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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

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

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

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

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

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

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

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

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

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

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:  
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share
  for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The
  parties may agree to an alternative arrangement regarding facilities costs in the use
  agreement; and
  
  (ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee
  imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's
  legal or equitable interest created by the use agreement.

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

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

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

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

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

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

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

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

INSURANCE

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

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

The following insurance policies are required:

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

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

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student 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 Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.
Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

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

Assurances and Affirmations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

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

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

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

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

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

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

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

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

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2)).
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

“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 transfereble 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)(ii).)

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

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 Charter School’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School 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 Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual 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 Charter School matters to the same extent as other parents.

**Students with Disabilities**

**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the...

**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 (“SELP”) Local Plan for Special Education.

**SELP Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) 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 in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter 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.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, 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 Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or 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 (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

**STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall
comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

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

**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 meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Element 6 – Health and Safety Procedures**

“The procedures that the 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 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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency 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 Education Code section 49060 et seq. at all times.

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

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

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

**SAFE PLACE TO LEARN ACT**

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

**Element 7 – Means to Achieve Racial and Ethnic Balance**

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

**COURT-ORDERED INTEGRATION**

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

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**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 Education 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 Charter School’s Calendar
r. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.
Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

**STUDENTS WITH DISABILITIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

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

**GUN-FREE SCHOOLS ACT**

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

**Element 11 – Employee Retirement Systems**

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code.

**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 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

Element 15 – Exclusive Public School Employer

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

Charter School is deemed the exclusive public school employer of all employees of 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 Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution 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 Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

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

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of 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.
16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

5. The effective date of the closure of Charter School

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

7. The students’ school districts of residence

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

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

3. A description of the circumstances of the closure

4. The location of student and personnel records

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

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

5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, 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 closure of Charter School

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

6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment
Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

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

10. Charter School’s process for transferring student records to 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 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, Charter 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 California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

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

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

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

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

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

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

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

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

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

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:
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. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.
For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

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

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

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

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  
  (iii) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

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

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

  (iv) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
• **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

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

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

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

**INSURANCE**

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

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

The following insurance policies are required:

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

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

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student 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 Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

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

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

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

Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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

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).)