Our Community School

Charter Renewal Petition
For a Five Year Term
(July 1, 2015 to June 30, 2020)

Thursday, November 20th, 2014 to:

Los Angeles Unified School District
Board of Education
# Table of Contents

Assurances and Affirmations ........................................................................................................... v

Element 1 – The Educational Program .......................................................................................... 1  
A. GENERAL INFORMATION ........................................................................................................... 1  
B. COMMUNITY NEED FOR CHARTER SCHOOL ........................................................................... 2  
  1. School performance over the last four years ........................................................................ 4  
  2. Surrounding Schools ............................................................................................................. 12  
C. STUDENT POPULATION TO BE SERVED ............................................................................... 14  
  1. Target Population ................................................................................................................ 14  
  2. Projected Enrollment ............................................................................................................. 14  
D. GOALS AND PHILOSOPHY ....................................................................................................... 14  
  1. Mission and Vision ................................................................................................................ 14  
  2. An “Educated Person” In The 21st Century ......................................................................... 15  
  3. How Learning Best Occurs .................................................................................................. 16  
  4. Goals For Enabling Pupils To Become And Remain Self-Motivated, Competent, And Lifelong Learners ........................................................................................................... 18  
  5. The Requirements Of California Education Code § 47605(B)(5)(A)(ii) ................................ 19  
E. INSTRUCTIONAL DESIGN ....................................................................................................... 26  
  1. Integrated Hands-On Learning ............................................................................................. 26  
  2. Responsive Classroom .......................................................................................................... 28  
  3. Understanding by Design ..................................................................................................... 29  
  4. Intentional Use of Data to Drive Instructional Decisions ....................................................... 30  
F. CURRICULUM AND INSTRUCTION ....................................................................................... 30  
  1. English Language Arts ......................................................................................................... 31  
  2. Mathematics ........................................................................................................................ 39  
  3. Science .................................................................................................................................. 42  
  4. Social Studies ....................................................................................................................... 45  
  5. Innovative Curricular Components Of The Educational Program .................................... 51  
  6. Intervention And Enrichment Programs .............................................................................. 52  
  7. Curricular And Instructional Materials ................................................................................ 54  
  8. Comprehensive Course List .................................................................................................. 54  
  9. Instructional Methods And Strategies .................................................................................. 54
10. How The School’s Instructional Methodologies And Curriculum Will Ensure Student Mastery Of The California CCSS And Other State Content Standards .......................................................... 56

11. How The Instructional Program Will Support Student Development Of Technology-Related Skills And Student Use Of Technology ........................................................................... 56

G. TRANSITIONAL KINDERGARTEN ......................................................................................... 57

H. ACADEMIC CALENDAR AND SCHEDULES .................................................................... 57
1. Academic Calendar ............................................................................................................. 57
2. Sample Daily Schedules ................................................................................................... 60
3. Instructional Days and Minutes ........................................................................................ 61

I. PROFESSIONAL DEVELOPMENT ..................................................................................... 62
1. Teacher Recruitment ......................................................................................................... 62
2. Professional Development ................................................................................................. 62

J. MEETING THE NEEDS OF ALL STUDENTS ...................................................................... 63
1. Student Success Team (SST) ............................................................................................. 63
2. English Learners ................................................................................................................. 64
3. Gifted and Talented Students and Students Achieving Above Grade Level ..................... 69
4. Students Achieving Below Grade Level ........................................................................... 69
5. Socio-Economically Disadvantaged/Low-Income Students ............................................. 70
6. Students with Disabilities .................................................................................................. 70
7. Students in Other Subgroups ............................................................................................ 72

K. A TYPICAL DAY ...................................................................................................................... 72

Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured ............ 74

A. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM ........................................... 74
B. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS ... 74
C. MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT .......... 74
D. DATA ANALYSIS AND REPORTING ................................................................................. 75
E. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION ....................... 76

Element 4 – Governance ........................................................................................................... 77

A. NON-PROFITPUBLIC BENEFITCORPORATION ............................................................... 79
B. ORGANIZATIONALSTRUCTURE ....................................................................................... 79
C. BOARDOFDIRECTORS ...................................................................................................... 79
1. Board MeetingsAnd Duties ............................................................................................... 80
D. PRINCIPAL .......................................................................................... 81
E. PARENT INVOLVEMENT IN DECISION-MAKING ............................... 82

Element 5 – Employee Qualifications ................................................... 83
  A. QUALIFICATIONS OF EMPLOYEES ............................................. 83
  B. KEY JOB DESCRIPTIONS ............................................................. 85
  C. HIRING PROCESS ........................................................................ 87

Element 6 – Health and Safety Procedures ............................................. 88
  A. CUSTODIAN(S) OF RECORDS ..................................................... 89
  B. STUDENT HEALTH AND WELLNESS .......................................... 89

Element 7 – Means to Achieve Racial and Ethnic Balance ...................... 90
  A. OUTREACH .................................................................................. 91

Element 8 – Admission Requirements .................................................. 92
  A. ADMISSION REQUIREMENTS .................................................... 92
  B. ADMISSION PROCESS AND ENROLLMENT TIMELINE ............. 93
  C. PUBLIC RANDOM DRAWING PROCEDURES ............................ 93
  D. WAIT LIST .................................................................................. 94

Element 9 – Annual Financial Audits ..................................................... 95
  A. ANNUAL AUDIT PROCEDURES ............................................... 95

Element 10 – Suspension and Expulsion Procedures .............................. 96
  A. DISCIPLINE POLICY .................................................................. 98
  B. CAUSE FOR SUSPENSION AND EXPULSION .......................... 99
  C. PROCESS FOR SUSPENSION AND/OR EXPULSION ............... 100
  D. APPEAL OF SUSPENSION OR EXPULSION .............................. 102

Element 11 – Employee Retirement Systems ....................................... 104

Element 12 – Public School Attendance Alternatives ........................... 105

Element 13 – Rights of District Employees .......................................... 106
<table>
<thead>
<tr>
<th>Element</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 14</td>
<td>Mandatory Dispute Resolution</td>
<td>107</td>
</tr>
<tr>
<td>Element 15</td>
<td>Exclusive Public School Employer</td>
<td>109</td>
</tr>
<tr>
<td>Element 16</td>
<td>Charter School Closure Procedures</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Additional Provisions</td>
<td>117</td>
</tr>
</tbody>
</table>
Assurances and Affirmations

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

• Admit all pupils who OCS to attend the school. Ed. Code § 47605(d)(2)(A).

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

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

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

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

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

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

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

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

A. GENERAL INFORMATION

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Jude Stabiler, Principal</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>10045 Jumilla Ave Chatsworth CA 91311</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>818-350-5000</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>10045 Jumilla Ave Chatsworth CA 91311</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>3</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>North</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>K to 8</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>440</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>TK to 8</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>8/19/15</td>
</tr>
<tr>
<td>The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
<td>450</td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional Single Track</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>K-5 grades 8:30 am-3 pm  6-8 grades 8:20am-3:13pm</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1, 2015 to June 30, 2020</td>
</tr>
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LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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

B. COMMUNITY NEED FOR CHARTER SCHOOL

Our Community School originally was founded by a dedicated group of parents and educators in 2005 as a K-6 school in the San Fernando Valley, and renewed by the Los Angeles Unified School District (LAUSD) Board of Education in 2009 for a second five-year term. At the time of renewal, the LAUSD Board also approved a Material Revision to add 7th and 8th grades, making Our Community School a K-8 span school. Throughout our first nine years of operation, Our Community School (OCS) has become a valued asset in the local community, offering a K-8 small school educational option for families through a mission of guiding our students to be empowered, ethical, and informed members of our community, and therefore every community. OCS staff members, students and families collaborate in the ongoing process of education. Our diverse and caring community integrates academics with creativity, thereby fostering independent thinkers, problem solvers and leaders. We nurture multiple aspects of a child's development: physical, emotional, intellectual, artistic and social.

Throughout our ten year history, the Charter School has achieved impressive growth and stability, building on our recognition in 2009 – just our fourth year of operations – as the California Charter School of the Year by the California Charter School Association. This honor was awarded for OCS’s excellence in narrowing the achievement gap by showing student improvement across demographic sub-groups, and through our ability to realize a vision of creating a democratic school community in which all stakeholders (students, teachers, parents and community members) are valued and contributing members. Since 2009 and our last renewal with LAUSD, we have continued to excel, including:

- OCS has achieved a remarkable 148 point increase in API scores over eight years of testing, from 716 in 2006 to 864 in 2013.
- OCS has formed lasting and highly collaborative partnerships in the community, including partnership with several branches of California State University at Northridge (CSUN). We have become a school learning and collaborative site for several programs:
  - Twice each year, CSUN’s Center for Teaching and Learning provides professional development for all of OCS’s faculty by experts in the areas of Common Core implementation, differentiation of instruction and Project Based Learning. CSUN also provides four full days of teacher observation and mentoring of OCS faculty.
OCS refers children and families to CSUN’s Mitchell Family Center for counseling, which is offered on a sliding scale, and their counselors provide one-on-one counseling at OCS as needed to our students experiencing traumatic life events and/or with ongoing emotional issues that need support.

- CSUN’s Kinesiology students provide additional PE programs for K-2nd grade students once each week.
- CSUN Drama students perform and present to our 6th-8th grade students, then debrief about topics such as peer pressure and family dynamics twice each year.
- Twice annually, CSUN baseball players visit OCS as part of their Recess Friday program in which our 3rd and 4th graders participate in learning about teamwork and Coach Wooden’s Pyramid of Success.

- OCS hosts student teachers each year who are pursuing their credentials from CSUN, National University and Antioch University. OCS has developed a BTSA (Beginning Teacher Support & Assessment) program to support our teachers in completing requirements for their clear preliminary credentials through LA County Office of Education and a partnership with area charter schools. Several OCS teachers participate as BTSA mentors to other OCS teachers. The BTSA/West Valley professional development sessions sponsored by LACOE are hosted at OCS.

- Several OCS faculty members participated in a three-year collaborative grant project, Teaching American History, with teachers from three area charter schools: New Heights, Burt Corona and LA Leadership Academy. Approximately eight times each year, the Constitutional Rights Foundation hosted workshops in which experts in integration social studies with other content areas (including master teachers, authors, college professors) led the development of UBD units that teach key concepts in American History for grades K-6. These units, shared collaboratively among the four charter schools, now form a significant part of our TK-5 social studies/interdisciplinary curriculum.

- In 2011, OCS entered into an innovative long-term facilities agreement with LAUSD as an alternative to Prop 39. OCS and the District have entered a 40 year lease agreement for the former Devonshire campus and a development agreement to renovate this LAUSD-owned facility by accessing charter school bond funds, with an additional four million dollars in 1D funds secured by OCS that will fund an extensive renovation in the summer of 2015 including new HVAC, ADA upgrades, energy efficient lighting in all classrooms, new wiring, updating the multipurpose room and installing changing rooms for upper grade PE classes, shade sail installation and more.

- OCS is a recognized and sought after participant in local community events and celebrations, thanks in part to our parent volunteers and Board’s extensive outreach and community building efforts, as well as our students’ extensive community service efforts. OCS is an active member of the local Rotary, Kiwanis and Chamber of Commerce groups. Members of these organizations have joined our Board, hosted fundraising events for OCS and volunteered at our school.

- Since our first year of operation, OCS has had a partnership with the International House of Blues Foundation. This organization has donated instruments, and invited the 5th and 6th grade an opportunity to perform at the L.A. House of Blues in Hollywood every year, a celebratory event for the whole school with 100% of our 5th and 6th graders participating.

- Developing student leadership within the school community and greater community, OCS provides multiple opportunities for students to grow as leaders through community service on and off
circuit. Our commitment to honoring the individual and group needs of our diverse student body as well as nurturing and modeling open communication amongst our various stakeholders allows our decisions to remain grounded in students’ best interests.

- OCS received a six-year accreditation from the Western Association of Schools and Colleges (WASC), through June 2016.

- OCS not only meets the needs of the students at our school, but also serves as a model for student-centered K-8 education. Many schools – public and private – send teachers to come observe at OCS. Going forward, we plan to engage in more dissemination of our successful strategies and lessons learned, via conference presentations, increased site visits and more.

1. School Performance Over the Last Four Years

Our Community School meets all four criteria for renewal under California Education Code Section 47607(b):

a. OCS attained its Academic Performance Index (API) growth target in the prior year and in two of the last three years, or in the aggregate for the prior three years.

<table>
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<tr>
<th>Year</th>
<th>API</th>
<th>Growth</th>
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<tbody>
<tr>
<td>2013</td>
<td>864</td>
<td>-6</td>
</tr>
<tr>
<td>2012</td>
<td>872</td>
<td>+20</td>
</tr>
<tr>
<td>2011</td>
<td>852</td>
<td>+7</td>
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<tr>
<td>2007</td>
<td>769</td>
<td>+53</td>
</tr>
<tr>
<td>2006</td>
<td>716</td>
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</table>

Source: [http://www.cde.ca.gov/dataquest](http://www.cde.ca.gov/dataquest).

By achieving an API of 800 or above every year since 2010, OCS consistently has met the growth target set by the California Department of Education (CDE).

b. OCS ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

OCS achieved a Statewide decile rank of “8” in each of the past two years for which rankings were assigned (no rankings were made in 2014), and a rank of “7” in the previous two years, thus meeting this criteria.

c. OCS ranked in deciles 4 to 10, inclusive, on the API for demographically similar schools in the prior year or in two of the last three years.

OCS was ranked “5” in 2013 compared to similar schools, and “4” in each of the previous three years, thus meeting this criterion.

d. OCS’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as
The academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The community surrounding Our Community School is unique in that in the spring of 2012, several of the local traditional public schools converted to affiliated charter school status with LAUSD: Beckford Charter for Enriched Studies, Germain Academy for Academic Achievement, Superior Street Elementary, Topeka Charter School for Advanced Studies and Alfred B. Nobel Charter Middle School are now all affiliated charters, leaving just Chatsworth Park Elementary and Lawrence Middle School as the only “traditional” LAUSD schools within approximately two miles of OCS.¹

While each of the affiliated charter schools remains the “home school” for residents in the former attendance boundaries prior to the conversion to charter school status, Germain, Superior and Topeka all have a School for Advanced Studies (SAS) for Gifted/Talented students; Lawrence MS has a Gifted/Highly Gifted Magnet; and Nobel MS has both an SAS and a Math/Science Magnet program. All of these programs have admissions criteria through LAUSD including qualification as Gifted or Highly Gifted for the Schools of Advanced Studies and Lawrence magnet programs. Topeka also has a program for Visually Impaired students.

Not surprisingly, these schools are high-performing – every public elementary or middle school within approximately two miles of OCS has an API score above 800 and ranks in the top 30% of schools statewide – a remarkable characteristic for this community.

OCS has made consistent and steady progress in increasing student achievement in both ELA and Math over the past four years, as illustrated in the following charts.

¹ Lawrence MS is actually 2.5 miles from OCS but we include it here as the nearest non-charter middle school.
OCS 6th-8th Grade CST Proficiency Rates in ELA
(Note: 7th grade launched in 2011-12; 8th grade launched in 2012-13)

OCS Math Proficiency Rates for 2nd-5th Grades
OCS had 8th grade for the first time in 2012-13. Unfortunately, Algebra proficiency proved to be a real challenge, with only 10% of our students scoring Proficient (0% Advanced), 31% Basic, 46% Below Basic and 13% Far Below Basic. We have comprehensively addressed this issue as discussed in Section ___ below, and are confident our students’ proficiency levels in Algebra are now dramatically higher than 2013.

**e. Academic Performance Data and Other Absolute and Comparative Performance Indicators**

As evidenced by the foregoing data, OCS has received a rating of “ACHIEVING” on LAUSD’s School Performance Framework measure for our elementary grades, the second highest possible category, and a rating of “SERVICE AND SUPPORT” for our middle grades, the middle category. We are confident that as our Algebra proficiency scores increase, our School Performance Framework ranking for middle grades will only grow.
OCS Elementary Grades School Performance Framework for 2013-14

OUR COMMUNITY CHARTER SCHOOL (ESC N)

Status Performance Snapshot from 2012 - 13 (y-axis)

Independent Charter Elementary Schools *

Color Classification

- Excellent
- Achieving
- Service & Support
- Watch
- Focus

Growth Performance Snapshot (x-axis)

AGT ELA (3-Year Average)
Below Practiced (0 Points)
At Predicted (1 Point)

Last Year’s SPF Classification (2012 - 2013)
Achieving
This Year’s SPF Classification (2013 - 2014)
Achieving

* The number in each box represents the total number of Independent Charter Elementary Schools that fall within that performance tier. The highlighted box represents OUR COMMUNITY CHARTER SCHOOL’s performance tier.
f. **Success Of The Innovative Features Of The Educational Program**

Our educational program incorporates several innovative elements, including:

**Integrated Hands-On Learning:** At OCS, constructivism and project-based learning support an integrated approach to learning that recognizes the inherent connections between language arts, science, math and social studies. An integrated curriculum helps students apply skills, provides students with multiple perspectives with which to build an integrated knowledge base, and encourages depth and breadth in learning. OCS teachers create integrated units of study based on the CA CCSS and other performance and content standards. Through these strategies, the learning experience is differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. Students engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts.

**Responsive Classroom and Developmental Design:** As detailed throughout this petition, OCS prioritizes our students’ moral and ethical development via programs such as Responsive Classroom and Developmental Design. These class management and community building programs are based on research in moral and ethical development, such as Ruth Sidney Charney’s *Teaching Children to Care*. The implementation of this program has led to a school-wide culture of respect and kindness. OCS believes that a strong student is also someone who makes ethical choices in life. We believe it is part of a school’s responsibility to partner with parents to teach ethical behavior as well as academics.
Community Service Learning: OCS students understand that everyone in a community has to help each other because that is a part of their daily experience at the school. Students of all grade levels participate in school-level and/or off campus service learning opportunities. Teachers and students collaborate to assess needs on and off campus then have determined important school services. OCS has won a City Council Recycling Excellence Award for the third grade’s recycling awareness program. We also received a gardening grant that enabled parents of the K-1 families to install 15 raised bed planters to support our outdoor classrooms. In 2014-15, OCS Community Service Learning Projects include activities designed to benefit Foster Children’s Resource Center, a food drive benefiting North Valley Caring Services, preparing cards for hospitalized children and more. Our 7th/8th graders each volunteer eight hours of community service at local charities such as Heal the Bay, LA Public Libraries, pet adoption organizations, nursing homes, Operation Gratitude and more.

Student Empowerment: At OCS, staff members and students work together to develop an environment of empowerment, including learning conflict resolution strategies. Students are supported to become independent and adept at solving conflict among themselves and to speak to each other directly and respectfully. Students are supported by teachers to manage Morning Meetings and Student-Led Assemblies, where students learn and practice public speaking through presentations in the form of speeches, skits, songs, PowerPoint presentations, and more. Students of all ages learn to speak articulately and with confidence to the entire school population. Every year at the last-day-of-school celebration two students from each class Kinder to 8th speak about the highlights of their school year, and the attending adults (500 or more) express amazement at the poise and confidence of even the youngest OCS students at this event. Through an elected Student Senate with weekly meetings where students engage in discussions and problem solving about issues such as developing consistent handball rules, choosing school spirit days and planning a school field-day event, students develop the ability to articulate their ideas to others, to participate in a representational democracy and to learn about being responsible to bring information and reports back and forth between the Senate meetings and their classrooms.

Each week, students participate in Peaceful Learning Communities (PLCs) to acknowledge classroom successes and to work as a group to resolve class-wide conflicts or issues. Each school year begins with Family Conferences at which students, parent, and teacher meet to discuss student strengths, challenges, then develop goals and specific next steps for each member of the conference to implement. Students also explain and share their academic progress with their parents every year at the spring Student-Led Conferences in which they reflect on their learning, identifying successes, challenges and future academic goals. Students have a meaningful say in their educational environment, and through this experience they become more engaged and invested in their own education.

Parent Involvement: As a charter school originally founded by parents, we believe strongly that parents should be engaged stakeholders in their child’s education. We know that student achievement is positively influenced by parent involvement. We also know that our charter school is enriched by the experience, wisdom, and partnership of our parent community. From our inception, OCS has had parent participation on the Board of Directors. The current board has four current OCS parents. All board agendas and minutes are shared with the parent community and school employees through posting on the website, letters and community meetings. Our parents consistently participate in family conferences at a rate of 95% or higher.

Although we do not require parents to volunteer, OCS has always had a strong volunteer program; in 2013-14, 71% of our parents volunteered in some capacity for the school. Our Panda Partners volunteer organization divides its efforts into three main committees: Outreach, Community, and Service. The Outreach Committee oversees initiatives such as managing the on-site Panda Pantry which helps some
students in need to go home with some nutritious food for over the weekends as well as outreach programs to benefit the local community. The Community Committee oversees events that help foster the connection between the charter school, parents and students, including Panda Café, Pizza Friday, Staff Appreciation Luncheon and more. The Service Committee coordinates service and assistance to OCS both in the classrooms and throughout the campus. This committee works with room parents to ensure good communication with teachers and parents. It also helps to organize volunteers to assist with school-led fundraisers.

g. Success Of The School’s Educational Program In Meeting The Specific Needs Of Its Student Population

OCS has realized success in meeting our mission to guide our students to be empowered, ethical, and informed members of our community, and therefore, every community. Our diverse and caring community integrates academics with creativity, thereby fostering independent thinkers, problem solvers and leaders. We nurture multiple aspects of a child’s development: physical, emotional, intellectual, artistic and social. OCS has a strong positive culture of classroom behavioral norms.

Student satisfaction at OCS is evidenced by our Average Daily Attendance (ADA) rate of 98%. Similarly, our 2012-13 incidences of suspensions (1.3%) is below the District averages of 1.7%; OCS did have one student expulsion in 2012-13, resulting in a 0.2% expulsion rate, but we are confident this was an anomaly and we will continue to meet the District expulsion rate of 0%, as in the years previous and since 2012-13.

h. Areas Of Challenge The School Has Experienced And How They Will Be Improved In The New Charter Term

Math in Upper Grades: As OCS grew into middle grades by adding 7th grade in 2011-12 and 8th grade in 2012-13, we realized some challenges with our math program, particular in terms of preparation for Algebra I and success in that course. As a result, some significant changes have been made. While 7th and 8th grades previously had a math/science block with a single teacher for both subjects, we have now hired a dedicated expert in middle grade math. This new teacher is highly experienced with many years of teaching experience and demonstrated results. She is teaching both 7th and 8th grade math classes to ensure our students are prepared for and succeed in Algebra and other advanced math. Similarly, our staff at all grade levels have participated in targeted professional development on math, particularly in developing pre-algebraic conceptual understanding. We also hired an additional 1.5 teaching assistants for upper grades, to provide our faculty with additional support in providing interventions to individual students (in both math and ELA), and working with small groups to ensure student mastery of this advanced content. We are quite confident that our students are ready for the new California Assessment of Student Performance and Progress (CAASPP) tests in spring 2015 and that our upper grade math proficiency rates will be consistent with the high rates achieved in our lower grades.

Increased Differentiation of Instruction: While we are pleased with our overall proficiency rates, in order to ensure that all students succeed, and that we move all students to proficiency, our faculty and charter school leaders identified increased professional development in differentiation of instruction, particularly as it relates to new Common Core objectives, as a key goal for this current school year. Our partners at CSUN are leading professional development for all of our faculty in differentiation strategies and Common Core implementation in the context of a project-based learning curriculum; our teachers are also pursuing external trainings. As noted above, additional teaching assistants in the upper grades are enabling our faculty more time and help in providing small group and individual instruction in the classroom. (Our lower grades have one TA for each TK-1 class, and a shared TA between two classes for grades 2-5.)
For our small population of English Learners especially, we face challenges in that these students speak a variety of native languages (including Russian, Tagalog, Hungarian, Armenian, Polish, German, Korean and Spanish). This range of languages – in many cases just one or two families for each -- reflects the diversity we have throughout the charter school, but also provides us with an additional challenge, as we do not have staff fluent in all of these languages to help translate for parents or provide student support in their native language. We have become more skilled at navigating home-school communication challenges by relying on other parent volunteers including “buddy” pairings for families with similar home languages and finding resources in the community as needed. While our EL population is achieving at a higher level than the LAUSD average (ELA LAUSD 27% versus OCS 36% proficient; Math LAUSD 36% versus OCS 48% proficient), we want to ensure that our EL students are achieving at the same level as our native English speaking students to the fullest extent possible.

Change in Leadership: In 2013, our original Founding Principal retired after eight years of service to OCS. The school community engaged in a very thoughtful and collaborative process to identify a new school leader and ensure a smooth transition. All stakeholder groups were surveyed and interviewed to define the qualities desired for the new leader. A rubric and process were created, the position was posted, and more than 30 applications were received. Following an extensive interview and screening process, Jude Stabiler, a founding teacher at OCS, was selected as the new Principal in April 2013. Mr. Stabiler worked closely with his predecessor through the spring/early summer and has led a remarkably smooth transition for OCS.

Increased Tech-Based Operational Efficiencies: Like many schools, we have struggled to keep up with rapid developments in tech-based platforms and hardware to best serve our school. Like many schools, we have struggled to implement the District’s new MiSIS system in a comprehensive and timely fashion, but this work continues. And, like many schools, we have discovered some errors in previous data reporting (e.g., EL reclassification rates) that we are working to rectify; our staff have received extensive training as we migrate to new systems and procedures. At this time, the OCS Board is considering proposals to contract with an external provider for some of our data management and reporting needs. We are also collecting bids from several vendors to establish a digital platform for improved home-school communications, including an online Lottery Application and more.

2. SURROUNDING SCHOOLS

As noted above, the public schools surrounding OCS are almost all non-traditional schools (affiliated charters, with one other new independent charter), with a disproportionate number of programs for Gifted/Talented and Highly Gifted students. Nevertheless, OCS’s performance meets or exceeds these schools’ performance across multiple measures.
**OUR COMMUNITY SCHOOL CHARTER RENEWAL PETITION**

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**SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA**

**Address:** 10045 Jumilla Ave Chatsworth, CA 91311

| LAUSD Schools | # of Students 2013 | % Students Eligible FRPL | % of Special Ed. Students | % English Learners | % Black | % Latino | % White | 2013 Growth API | Met School-wide Growth Target? | Met Subgroup Growth Targets? | 2011-2013 API State-wide Average (Weighted) | 2013 API State-wide Rank | 2013 API Similar Schools Rank | School Performance Framework Classification (SPF) |
|---------------|--------------------|--------------------------|----------------------------|-------------------|---------|---------|---------|----------------|--------------------------------|-------------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------------|-----------------------------|
| Chatsworth Park ES (K-5) | 380 | 53 | 13 | 12 | 12 | 42 | 26 | 826 | Yes | No | 846 | 6 | 3 | **Service & Support** |
| **Middle Schools** | | | | | | | | | | | | | | | |
| Ernest Lawrence Middle (6-8)* | 1,479 | 60 | 11 | 10 | 6 | 52 | 17 | 811 | Yes | No | 809 | 6 | 4 | **Service & Support** |
| **Affiliated Charter Schools** | | | | | | | | | | | | | | | |
| Beckford Charter for Enriched Studies (K-5) | 607 | 22 | 14 | 5 | 9 | 25 | 39 | 933 | Yes | Yes | 923 | 10 | 7 | Achieving |
| Germain Academy for Academic Achievement (K-5)* | 522 | 52 | 9 | 10 | 7 | 44 | 30 | 866 | Yes | Yes | 870 | 8 | 5 | Achieving |
| Superior ES (K-5)* | 601 | 43 | 12 | 10 | 6 | 40 | 31 | 920 | Yes | Yes | 917 | 10 | 9 | Achieving |
| Topeka Charter School for Advanced Studies (K-5)* | 509 | 35 | 14 | 7 | 7 | 36 | 29 | 916 | Yes | Yes | 903 | 9 | 4 | Achieving |
| Alfred B. Nobel Charter (6-8)* | 2,553 | 39 | 8 | 2 | 6 | 38 | 32 | 901 | Yes | Yes | 897 | 9 | 4 | Achieving |
| **Independent Charter Schools** | | | | | | | | | | | | | | | |
| Our Community School (K-8) | 439 | 36 | 8 | 6 | 5 | 30 | 57 | 864 | Yes | Yes | 863 | 8 | 5 | Achieving |
| Ivy Bound Academy of Math, Science, and Technology (5-8) | 46 | | | | | | | | | | | | | | |

*SAS and/or Magnet programs for Gifted/Talented or Highly Gifted students that have specific admissions criteria.

Source: cde.ca.gov/Dataquest and

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Open 2013, no data yet.
C. STUDENT POPULATION TO BE SERVED

1. TARGET POPULATION

OCS is currently located in the San Fernando Valley in North Hills. In 2014-15, OCS has 439 students enrolled in grades TK-8: 33% are Hispanic/Latino, 9% Black/African American, 10% Asian/Pacific Islander, 48% White; 3% of our students are English Learners with another 12% Recently Reclassified Fluent Proficient; 32% qualify for Free or Reduced Price Lunch and 14% are Special Education students.

These demographics are consistent with our surrounding community, where the population is 22% Hispanic/Latino, 4% Black/African American, 17% Asian/Pacific Islander, 54% White. (factfinder2.census.gov (zip code 91311)). This racial and ethnic makeup is significantly different than the City of Los Angeles, where 48.5% of residents are Hispanic/Latino and just 28.7% are White. Similarly, the median household income in our zip code is $80,283 compared to a median for Los Angeles of $49,745; the mean household income in 91311 is $103,151, compared to $77,660 in Los Angeles. In zip code 91311, only 7.2% of families with children under 18 have been below the federal poverty line in the previous 12 months, compared to 25.2% of families across the City of Los Angeles. (Id. (zip code 91311 and City of Los Angeles).)

2. PROJECTED ENROLLMENT

The following are our enrollment projections for the term of this charter, with class sizes of 22-26 students per class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>K (including TK)</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>First</td>
<td>45</td>
<td>46</td>
<td>46</td>
<td>46</td>
<td>46</td>
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<tr>
<td>Second</td>
<td>46</td>
<td>46</td>
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<td>46</td>
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<tr>
<td>Third</td>
<td>46</td>
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<td>46</td>
<td>46</td>
<td>46</td>
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<tr>
<td>Fourth</td>
<td>52</td>
<td>52</td>
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<tr>
<td>Fifth</td>
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<tr>
<td>Sixth</td>
<td>52</td>
<td>54</td>
<td>54</td>
<td>54</td>
<td>54</td>
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<tr>
<td>Seventh</td>
<td>52</td>
<td>54</td>
<td>54</td>
<td>54</td>
<td>54</td>
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<tr>
<td>Eighth</td>
<td>52</td>
<td>54</td>
<td>54</td>
<td>54</td>
<td>54</td>
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<tr>
<td>Total</td>
<td>440</td>
<td>450</td>
<td>450</td>
<td>450</td>
<td>450</td>
</tr>
</tbody>
</table>

D. GOALS AND PHILOSOPHY

1. MISSION AND VISION

Our Community School is a tuition-free, K-8 public charter school that guides students to be empowered, ethical, and informed members of our community, and therefore, every community. Our diverse and caring community integrates academics with creativity, thereby fostering independent thinkers, problem solvers and leaders. We nurture multiple aspects of a child’s development: physical, emotional, intellectual, artistic and social.

We are dedicated and committed to the following practices that further our mission:
• Teaching the whole child: physical, social, emotional, creative, and intellectual.
• Fostering in our children conflict resolution skills, critical thinking skills, empathy, creativity, service to others, personal responsibility, and respect for diversity.
• Guiding our students to become active citizens of a democratic society.
• Meeting our students where they are and instructing students through a rigorous, Common Core-aligned curriculum using multiple approaches in a model of student-centered, “situational learning” and integrating units of study across all content areas and disciplines.
• Assessing students through informal and formal methods including Smarter Balanced assessments, trimester assessments and ongoing performance-based assessments.
• Cultivating a small learning community that fosters respect and student safety and that builds on the continuous process of organic teacher and student reflection and growth.

Our vision is based on the belief that every child has the ability to succeed in life. Our school motto is “Every Child is Honored at OCS,” meaning that all students have potential that we must nurture and support. We continuously to look for ways to improve our students’ academic, physical, emotional, artistic and social achievements, as we help them establish a future of success in college, career and personal pursuits.

2. An “Educated Person” In The 21st Century

Our Community School recognizes that we exist in a rapidly changing world. Our students will have opportunities and face challenges in the future that we cannot even imagine today. Technological advances, the pace at which digital content is created, altered, and distributed, and the freedom individuals have to interact on a global scale all mean that our students need to adapt to “disruptive innovations” of technology and the resulting impact on the work force and global economy.

In The World Is Flat, Thomas Friedman describes a relevant education as one that emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. Today there is a growing recognition – including via the new California Common Core State Standards (CA CCSS) – that problem-solving skills, an ability to think creatively, flexibly and analytically, and an ability to leverage resources and discern sources are not ideals, but imperatives. Not only will critical thinking skills be essential to our future, but today’s students will also need to work well with others, be curious, take risks, and be unafraid to fail and try again.

At OCS, the following Expected School wide Learning Results (ESLRs) were created in order to actualize our mission statement and articulate this vision of our students’ 21st century skills in practice. Our Community School defines an educated person in the 21st century as someone who is:

**Informed**
- Is academically proficient in all content areas
- Is knowledgeable about diverse cultures, current events and the arts
- Has traveled to important scientific and cultural sites in Los Angeles
- Reads at grade level or above
- Practices critical thinking skills

**Empowered**
- Is able to speak effectively to peers and adults
- Is able to explain their thinking process
• Is able to set their own goals and realistically self-evaluate their progress
• Has experienced making a difference in his/her community by participating in service learning projects and student government
• Has had the opportunity to pursue or share a passion of his/hers with schoolmates
• Is proficient in the use of the writing process
• Practices creativity

**Ethical**
• Shows empathy
• Has the skills to be an effective group member and leader
• Has an awareness of his/her responsibility to and for others
• Is tolerant and respectful of diversity in all forms.

### 3. HOW LEARNING BEST OCCURS

Consistent with our ESLRs, we believe learning best occurs when a school provides an instructional program that creates Informed, Empowered, and Ethical students:

**Informed**

We believe that we must continually inform our instructional practices with the latest research in curriculum and instruction. This is particularly essential with the transition to the CA CCSS. At OCS, every faculty member evaluates and pilots curriculum that maintains standards-based instruction through a hands-on and concrete experience with content that moves students into abstract understanding of complex concepts. Through professional associations such as the Association of Supervision and Curriculum Development (ASCD), the National Council of Teachers of Mathematics (NCTM), the Coalition of Essential Schools, the International Reading Association (IRA) and more, our faculty are expected to keep up-to-date on current research-based practices. Furthermore, professional development experiences through the UCLA Reading and Writing project, Singapore Mathematics, and conferences on brain research and instructional practices inform our vision of how students learn best.

We believe that learning best occurs through a data-driven culture and continuous analysis of a variety of formative and summative assessment data. OCS uses DataDirector to analyze student assessments in order to continually refine and refocus instruction based on evidence of student learning. Teachers work in grade level teams to develop appropriate assessments and to accurately score student work. They examine the results of school trimester assessments and most recent CSTs in order to make instructional decisions about what to re-teach, which students need small group instruction or interventions and what areas they need to teach in a different way. Data-driven instruction grounds teaching practices in the reality of student learning.

We believe that learning best occurs when teachers set increasingly high expectations on students and focus instruction on academic excellence. Students are offered challenging work that requires critical thinking and the ability to articulate one’s ideas. When students are struggling, OCS teachers do not lower their expectations, instead they find creative new ways to teach, they work with colleagues to develop intervention plans for specific students. Teachers work with parents and the student to develop accountability. Due to OCS’s commitment to small classroom sizes, teachers are best able to get to know their students varied needs and affinities for learning. The curriculum at OCS requires complex critical thinking and a high competency of academic skill. Our charter school does not offer students “busywork,” excessive drill and practice, or the chance to opt out of academic tasks that seem challenging.
We believe that learning best occurs when there is strong communication between home and school. Parents are our partners in educating students. At the start of each school year, teachers facilitate Family Conferences team meetings with each classroom family. Parents, teacher and student meet to document the student’s strengths, challenges, goals, and plan next steps for each member of the team. These goals are referred to throughout the year and new goals set as needed. Keeping parents well informed of their child’s progress and development is key to engaging them as stakeholders in their child’s education. OCS sends home student Trimester Assessment Reports three times a year and semester Progress Reports twice a year. We hold two formal parent-student-teacher conferences annually, plus additional conferences when needed. Parents attend three to six parent education events a year. Teachers send home formal classroom newsletters once per month and maintain in-person, phone, and email communication regularly. The principal sends home weekly newsletters about school curriculum and activities. *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement* by editors Henderson and Mapp, collects and explains expansive evidence of how parental involvement supports student achievement. The first step of involvement is information. Teachers offer support and ensure there is ongoing collaboration and connection between home and school. We therefore involve parents in all levels of OCS – parents are staff members, governance advisors, and volunteer in the classroom. The level of parent involvement in OCS is quite striking, not only do parents support the school; they are an integral part of its structure.

**Empowered**

We believe students must understand their own learning processes and reflect on their own progress in order to become empowered in their own learning. In an International Reading Association study called “Project CRISS” researchers looked at how student self-reflection improves reading comprehension. Their premise holds across content areas. Students who are able to use meta-cognition to realize when they are understanding something well and when they are not and need to go back and reread, re-learn or re-calculate become more competent learners. We work with students regularly to help them determine what they know and are able to do and what they need to still work on. Students are taught to use rubrics to self-evaluate their written work and other project-based tasks. They participate annually in presenting their own self-evaluation of their learning for the year in our spring Student-Led Conferences.

We believe stakeholders must be empowered to have a voice in school operations. In *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, the evidence suggests that parental involvement needs to be more than superficial to help maintain real change for students. Schools in which parents have a real say in determining school policy, culture, and goals act more in harmony with parents’ values, and once the parents and the school are working together the students flourish. At OCS parents are involved in all levels of the school. We have parent board members, parent volunteers in the classroom, and our parent organization, Panda Partners is a thriving school support system and parent volunteers involved in all facets of school life. Parents come to several meetings throughout the school year, and the administration and Board is accessible and welcoming to parent input and concerns. The level of parent involvement in OCS is quite striking, not only do parents support the school; they are an integral part of its structure.

We believe that teachers at OCS must also be empowered stakeholders in the process of education. At OCS, the faculty has decision-making power about curriculum, instruction and assessment practices, working with the principal to study and implement best practices. Two elected teachers share one vote on the OCS Board of Directors. Most importantly for instructional quality, OCS has regular Critical Friends Group meeting in lieu of staff meeting. At this meeting, teachers focus on sharing best practices and
exploring student work. This type of dedicated time for teachers to collaborate on developing their teaching and lesson planning abilities has been shown to be a strongly effective method of school reform.²

We believe that learning best occurs when students are engaged in their own community via service learning opportunities at all grade levels. Since the founding of OCS, service learning has been an integral part of teaching our students empowerment and ethics. Research has shown that involvement in civics and community service increases students’ commitment to school and makes them more likely to graduate high school.³ Student involvement in real-world service learning -- such as helping to solve problems at recess in the student senate, managing a school recycling program, conducting food drives for local community organizations, and managing the school lost and found -- give students a sense of ownership and meaning within their school experience. Students feel empowered because they are doing important work the school community needs accomplished.

**Ethical**

We believe equity is a critical part of how learning best occurs: OCS is dedicated to providing equal access and the opportunity for success to students of all backgrounds and ability levels. This dedication to educational equity is reflected across OCS practices from recruitment and enrollment to our data-driven culture of reviewing student achievement and working to close the achievement gap for all students. The respect and high level of expectation for all students is maintained by teachers and administration. We provide home-school communication in Spanish and English, and we have on staff people who can translate verbal conversations in Spanish, Farsi, and Tagalog. OCS maintains a continuum of educational services to help students with many different needs from gifted to learning disabled.

We believe learning best occurs in a culture of caring and respect. Teaching, modeling, and practicing ethical behavior is an important part of the OCS curriculum. Using the Responsive Classrooms and Developmental Design models, which are based on decades of research in ethical human development, we spend the first six weeks of school teaching and modeling respectful behavior in the class and school playgrounds. Students learn through direct instruction how to behave appropriately in school and how to effectively handle conflicts when they arise. Students build a sense of community and trust as they learn to work and play together in a constructive and positive atmosphere. have developed an intrinsic motivation to do what is right and feel empowered to be appositive voice on our campus.

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

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

- **Self-motivated learners**: Our Community Charter School employs a constructivist, integrated curriculum to engage students in learning. Through our student-centered, differentiated, hands-on instruction, students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement. Motivation and engagement contribute to

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students’ attainment of the content, skills, and strategies necessary for achieving the CA CCSS for ELA/Literacy, Mathematics, ELD, and all other content areas. Self-motivation allows students to sustain effort and persist in the face of challenging texts and tasks.

- **Competent learners:** Through backwards design and a focus on examining student work and understanding student achievement data, OCS teachers ensure that students meet learning objectives grounded in the CA CCSS and other content and performance standards. Students have multiple opportunities for practice, and are continuously asked to reflect on their own learning, in writing and in speech, so they gain understanding of the ways they learn best. A growing sense of mastery propels our students to reach far beyond their current instructional levels.

- **Life-long Learners:** Beyond mastering specific skills and facts, students at Our Community School learn how to learn and how to think. Student learning at OCS is structured in the context of real-world scenarios with meaningful context for the individual learner. In this way, students actively participate in their own learning, seeing the relevance and applications of their education in the world around them. Building curiosity for the world around them and an enduring interest in the world of words and ideas serve our students well in secondary school, college and beyond.

These foundations ensure our students attain the levels of literacy, language, and content knowledge necessary to eventual career and college success and thoughtful participation in civic life.


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

The following chart details the charter school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessment goals here in the chart.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: coursework and credentials (as per CCTC) maintained and current for each teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will be instructed by teachers who are fully credentialed and &quot;highly qualified&quot; as per ESEA</td>
<td>All classroom teachers will hold a valid CA Teaching Credentials defined by the CA Commission Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately</td>
<td>Baseline</td>
<td>2015-2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
| ACCESS TO INSTRUCTIONAL MATERIALS  
**State Priority #1: Basic Services** |
|----------------------------------|
| **Annual Goals**  
(Identify schoolwide and subgroup goals as applicable) | **Specific Annual Actions** | **Measurable Outcomes**  
Method for Measuring: Annual SARC |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.</td>
<td>Teachers will participate in ongoing professional development on the implementation of Common Core and new state assessments, with a particular focus on serving OCS's unduplicated students and students with special needs. Curriculum and assessments will be developed in alignment with CCSS.</td>
<td>100% access 100% access 100% access 100% access 100% access</td>
</tr>
</tbody>
</table>

| FACILITIES MAINTENANCE  
**State Priority #1: Basic Services** |
|----------------------------------|
| **Annual Goals**  
(Identify schoolwide and subgroup goals as applicable) | **Specific Annual Actions** | **Measurable Outcomes**  
Method for Measuring: Annual SARC |
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Charter school facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with &gt; 90% of items in compliance or good standing.</td>
<td>Plant Manager Daily Inspection Sheets</td>
<td>≥90% compliance/ good standing two times per day ≥90% compliance/ good standing two times per day ≥90% compliance/ good standing two times per day ≥90% compliance/ good standing two times per day ≥90% compliance/ good standing two times per day</td>
</tr>
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| IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS  
**State Priority #2** |
|----------------------------------|
| **Annual Goals**  
(Identify schoolwide and subgroup goals as applicable) | **Specific Annual Actions** | **Measurable Outcomes**  
Method for Measuring: Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>OCS will fully implement the Common Core in Math and ELA.</td>
<td>Teachers will participate in ongoing professional development on the implementation of Common Core and new state assessments, with a particular focus on closing the achievement gap for all subgroups.</td>
<td>100% Math and ELA 100% Math and ELA 100% Math and ELA 100% Math and ELA 100% Math and ELA</td>
</tr>
</tbody>
</table>

| PARENT INVOLVEMENT  
**State Priority #3** |
### ANNUAL GOALS

(Identify school wide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent involvement will continue to be a cornerstone of OCS’s school operations, with parent representatives on the Board of Directors and School Site Council, volunteering at school and participation in Panda Partners and engaged via frequent and myriad home-school communications.</td>
<td>Method for Measuring: Documentation of parent meeting attendance and agendas; results of surveys</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>At least 85% of parents will attend at least two Charter School events each year; 95% will attend parent-student-teacher conferences</td>
<td>At least 85% of parents will attend at least two Charter School events each year; 95% will attend parent-student-teacher conferences</td>
<td>At least 85% of parents will attend at least two Charter School events each year; 95% will attend parent-student-teacher conferences</td>
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</table>

| 4 parents will serve on the Board of Directors and 3 parents will serve on the School Site Council. | Parent satisfaction rates, based on annual surveys, will be > 90%. | Parent satisfaction rates, based on annual surveys, will be > 90%. | Parent satisfaction rates, based on annual surveys, will be > 90%. | Parent satisfaction rates, based on annual surveys, will be > 90%. | Parent satisfaction rates, based on annual surveys, will be > 90%. |

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### STATEWIDE ASSESSMENTS

STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify school wide and subgroup goals as applicable)</td>
<td>Method for Measuring: CAASPP (and comparable assessments for students with special needs) in the areas of English Language Arts/Literacy and Mathematics</td>
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<tbody>
<tr>
<td>All students, including subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of English Language</td>
<td>Establish benchmark.</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math</td>
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</tbody>
</table>

| Provide highly qualified instructional personnel and intervention specialists to implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. | Provide 10 days of professional development to support student learning. | Provide highly qualified instructional personnel and intervention specialists to implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. | Provide 10 days of professional development to support student learning. | Provide highly qualified instructional personnel and intervention specialists to implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. | Provide 10 days of professional development to support student learning. |

| School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math | School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math | School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math | School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math | School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math | School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math |

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### OUR COMMUNITY SCHOOL CHARTER RENEWAL PETITION

21
Arts/Literacy and Mathematics. achievement and college-readiness.
Provide intervention support and additional resources for instructional staff to continuously monitor student achievement and meet the needs of each individual student.

<table>
<thead>
<tr>
<th>ACADEMIC PERFORMANCE INDEX (API)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE PRIORITY #4: STUDENT ACHIEVEMENT</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: API</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.</td>
<td>Establish benchmark. Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CA ASPP measures. Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CA ASPP measures. Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CA ASPP measures. Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CA ASPP measures.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC or other available external assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>MEASURABLE OUTCOMES Method for Measuring:</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>EL students will advance at least one grade level on the CELDT/ELPAC (or other available external and internal assessments) each year.</td>
<td>CELDT/ELPAC is administered to determine the specific language learning needs of the student in order to create a plan to best meet the student’s needs during both core classes and additional instructional times.</td>
</tr>
</tbody>
</table>

| **ENGLISH LEARNER RECLASSIFICATION RATE** | **State Priority #4: Student Achievement** |
| **ANNUAL GOALS** | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES** | **Method for Measuring:** CELDT/ELPAC or other available external assessments |
| OCS’s reclassification rate will meet or exceed the District’s rate; ELs will meet annual AMAOs. | 100% of teachers will receive intensive Common Core training with emphasis on differentiated instructional techniques and serving ELs. Provide intervention support and additional resources for instructional staff to continuously monitor student achievement and meet the needs of each individual student. | Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. | Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. | Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. | Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. | Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. |

| **AP EXAMINATION PASSAGE RATE** | **State Priority #4: Student Achievement** |
| **ANNUAL GOALS** | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES** |
| (Identify schoolwide and subgroup goals as applicable) | | **Method for Measuring:** |
| Not applicable. | | |

| **EAP COLLEGE PREPAREDNESS RATE** | **State Priority #4: Student Achievement** |
| **ANNUAL GOALS** | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES** |
| (Identify schoolwide and subgroup goals as applicable) | | **Method for Measuring:** |
| Not applicable. | | |

| **SCHOOL ATTENDANCE RATE** | **State Priority #5: Student Engagement** |
| **ANNUAL GOALS** | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES** |
| (Identify schoolwide) | | **Method for Measuring:** The attendance rate. |
|--------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| **OCS will continue to maintain a high ADA rate.** | The Office Manager and Assistant Principal do an attendance review to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. | >95% | >95% | >95% | >95% | >95% |

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

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify school wide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: The attendance rate</th>
</tr>
</thead>
</table>

| **OCS will continue to maintain a high ADA rate, and limit chronic absenteeism.** | The Office Manager and Assistant Principal do an attendance review to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. | >95% | >95% | >95% | >95% | >95% |

**DROPOUT RATE** [Middle and High Schools Only]
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify school wide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: Dropout rates</th>
</tr>
</thead>
</table>

| **OCS will cultivate a program with high rates of matriculation, and a minimum of dropouts.** | OCS will provide intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment programs to ensure each student is engaged, and prevent dropouts. OCS will have a middle school dropout rate that is equal to or lower than the District rate. | **OCS will have a middle school dropout rate that is equal to or lower than the District rate.** | **OCS will have a middle school dropout rate that is equal to or lower than the District rate.** | **OCS will have a middle school dropout rate that is equal to or lower than the District rate.** | **OCS will have a middle school dropout rate that is equal to or lower than the District rate.** |

**GRADUATION RATE** [High Schools Only]
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify school wide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: _____________________</th>
</tr>
</thead>
</table>

**Not applicable.**
### STUDENT SUSPENSION RATE  
**State Priority #6: School Climate**

| **ANNUAL GOALS**  
(Identify school wide and subgroup goals as applicable) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES**  
Method for Measuring: Student suspension rate, rates will be maintained at < 2%; expulsion rates will be 0%. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>OCS will continue to maintain a low (&lt; 2%) suspension and will have a 0% expulsion rate.</td>
<td>Teachers will receive PD in responsive classroom and other class management techniques; home-school communication and more. The School will provide training and support for Advisory and other non-scholastic support for students.</td>
<td>Baseline:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suspensions rates will be maintained at &lt; 2%; expulsion rates will be 0%.</td>
</tr>
</tbody>
</table>

### STUDENT EXPULSION RATE  
**State Priority #6: School Climate**

| **ANNUAL GOALS**  
(Identify school wide and subgroup goals as applicable) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES**  
Method for Measuring: Student suspension rate, rates will be maintained at < 2%; expulsion rates will be 0%. |
<table>
<thead>
<tr>
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<td>Baseline:</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### [OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]  
**State Priority #6: School Climate**

| **ANNUAL GOALS**  
(Identify school wide and subgroup goals as applicable) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES**  
Method for Measuring: Stakeholder Surveys; Student participation in clubs; evidence of participation in workshops & relevant PD. |
<table>
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<tbody>
<tr>
<td>OCS will continue to cultivate a healthy, positive, learning environment in which all students are comfortable.</td>
<td>Same as above.</td>
<td>Baseline:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue to achieve &gt;85% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys</td>
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</tbody>
</table>

### BROAD COURSE OF STUDY  
**State Priority #7**
### E. INSTRUCTIONAL DESIGN

Our Community School offers students an engaging and community-centered TK-8 education. In an environment designed to balance academics with creativity, students become independent thinkers, problem solvers, and leaders who become ethical, empowered, and informed members of our society. OCS believes that a strong home-school connection helps children succeed; we welcome and involve parents at all levels of the charter school: from governance, to school events, to classroom volunteering. We believe that all children can meet and exceed state standards, including the CA CCSS, when they are given high expectations and a personalized, supportive community in which to excel.

The following details Our Community School’s educational philosophies and instructional methodologies. To be clear, instruction at OCS starts first with the California content and performance standards, including the new CA CCSS and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. The following describes in more detail the methodologies we will employ to ensure our students will master the content standards, including CA CCSS:

- Integrated Hands-On Learning
- Responsive Classroom
- Understanding by Design
- Intentional Use of Data to Drive Instructional Decisions

#### 1. INTEGRATED HANDS-ON LEARNING

The pedagogical foundation for the educational program at OCS starts with constructivism: people learn best when learning is based on their prior knowledge and takes into account the environmental factors which may influence a student’s acquisition of knowledge. (Vygotsky, 1978). With constructivism, the learning experience is differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. Students in a constructivist model are given...
the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to “construct” their own meaning.  

In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery. Each experience is an opportunity to construct new meaning through discussion, collaboration, and reflection to integrate new concepts. Teachers also scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of California Common Core Standards and other performance and content standards.

Second, through project-based learning, our students engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. Through projects, content is mastered in an engaging, relevant way for students of all ages, enabling students to acquire, communicate, and investigate worthwhile knowledge in depth. Project-based learning also requires students to make choices, interact, collaborate, and cooperate, regardless of ability, level of language development, or background. Students are able to demonstrate the kinds of understandings that they have (or have not) achieved in the course of the regular charter school curriculum. (Gardner, 2006.) Through group learning, students have the opportunity to interact with and learn from other students on more complex tasks than they could engage in alone, provides immediate feedback, encourages them to explore their own and other students’ ideas, and helps develop communication and interpersonal skills. In these ways, each student’s existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the CA CCSS.

At OCS, constructivism and project-based learning support an integrated approach to learning that recognizes the inherent connections between language arts, science, math and social studies. An integrated curriculum helps students apply skills, provides students with multiple perspectives with which to build an integrated knowledge base, and encourages depth and breadth in learning. OCS teachers create integrated units of study based on the CA CCSS and other performance and content standards. These units incorporate non-fiction text and literature, writing and presentation tasks, and technology in order to include all students and to further deepen their literacy skills.

Studies have shown that students in school with integrated curriculum – e.g., writing in science, math concepts tied to social science such as currency, etc. -- experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in

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4Extensive research documents the success of the constructivist model with historically under-served populations, including increased test scores, improved self-confidence, whole development and critical thinking skills (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O’Neil & Drillings, 1997; Freire, 1995; Marlowe and Page, 1998).
school. (Aschbacher, 1991; Levitan, 1991, Willett, 1992.) Similar studies show that students in interdisciplinary programs make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism (Curtis, 2002). This research and our own experience with our students justify our belief that an integrated curriculum enables students to understand concepts at a deeper level and to connect learning across content areas. Students are more engaged and more apt to use critical thinking skills and retain information when content learning is integrated with technology, classroom projects, field trips, service learning, and the arts.

OCS students are surrounded by reading and writing tasks that are connected to meaningful experiences in their classroom. Kindergarteners must read charts on the wall to find out whose turn it is to water the garden or to feed the class pet. First grade students read the agendas they wrote to announce what is next at all charter school assembly or the notes they took to report back from the Student Senate. Older students create charts to keep track of how much they have raised in funds from recycling or what steps they need to take to publish their writing in the OCS Times. Through our integrated curriculum and our service learning curriculum, OCS students have ample opportunity to use written language in meaningful communication. Teachers use charts, student work, rubrics and signs to create a language-rich environment in all grade levels.

2. RESPONSIVE CLASSROOM

In alignment with this hands-on, integrated approach, the Responsive Classroom is an evidence-based education approach associated with greater teacher effectiveness, higher student achievement, and improved school climate. Through a variety of activities, students learn organizational, problem solving, and conflict resolution skills, while developing and improving their creativity, independence, cooperation, responsibility, and self-discipline. At Our Community School, Responsive Classroom practices help educators develop competencies in four key domains—each of which enables and enriches the others:

Engaging Academics. Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students’ interests.

Positive Community. Teachers nurture a sense of belonging, significance, and emotional safety that students feel comfortable taking risks and working with a variety of peers.

Effective Management. Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.

Developmental Awareness. Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

Professional development in the Responsive Classroom approach strengthens educators’ ability to:

- Design lessons that are active and interactive;
- Use effective teacher language to promote academic and social growth;
- Encourage engagement by giving students meaningful choices;
- Start each day in a way that sets a positive tone for learning;
- Set high expectations and teach students how to meet them;
- Establish routines that promote autonomy and independence;
• Build a sense of community and shared purpose; and
• Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation.

Researchers from a three-year randomized controlled study funded by the U.S. Department of Education at the University of Virginia’s Curry School of Education found that teachers’ use of Responsive Classroom practices was associated with reading and math achievement outcomes.\(^5\)

The associations between Responsive Classroom practices and achievement were equally strong for children eligible for free/reduced price lunch and those not eligible, and the association between teachers’ use of Responsive Classroom practices and math achievement appears to be stronger for students who are initially low achieving than for others. Furthermore, use of Responsive Classroom strategies results in higher levels of mathematical discourse, better use of and translation among mathematical representations, lessons with greater cognitive depth, coherence and accuracy.

At OCS, student’s ideas and methods are valued, and students can choose and share their methods. OCS has small class sizes and takes measures to ensure that all children feel safe, valued, and excited about school. When students make mistakes, they are used as learning sites for all students, particularly in the mathematics classroom, where teachers use Responsive Classroom techniques to create a climate in which correctness lies in mathematical argument, so that all answers are explored for accuracy.

3. Understanding by Design

OCS faculty and trained extensively in the Understanding by Design (UbD) framework for improving student achievement through standards-driven curriculum development, instructional design, assessment, and professional development. Developed by nationally recognized educators Grant Wiggins and Jay McTighe and produced by the Association for Supervision and Curriculum Development (ASCD), UbD is based on the following key tenets:

1. A primary goal of education is the development and deepening of student understanding.
2. Evidence of student understanding is revealed when students apply knowledge and skills within authentic contexts.
3. Effective curriculum development reflects a three-stage design process called “backward design.” This process helps to avoid the twin problems of “textbook coverage” and “activity-oriented” teaching in which no clear priorities and purposes are apparent.
4. Regular reviews of curriculum and assessment designs, based on design standards, are needed for quality control, to avoid the most common design mistakes and disappointing results. A key part of a teacher’s job is ongoing action research for continuous improvement. Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction.
5. Teachers provide opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess. These “six facets” provide conceptual lenses through which students reveal their understanding.
6. Teachers, schools, and districts benefit by “working smarter”—using technology and other approaches to collaboratively design, share, and critique units of study.

The UbD framework is guided by research from cognitive psychology (e.g., *How People Learn: Brain, Mind, Experience, and School* (Bransford, Brown, & Cocking, 2002), summarizing 30 years of research in learning and cognition). Insights from the research about how skill and understanding are most effectively acquire

\(^5\)https://www.responsiveclassroom.org/research
are clustered into five areas: (1) memory and structure of knowledge, (2) analysis of problem solving and reasoning, (3) early foundations, (4) metacognitive processes and self-regulatory capabilities, and (5) cultural experience and community participation. Teachers learn critical UbD principles including:

- Learning must be guided by generalized principles in order to be widely applicable. Knowledge learned at the level of rote memory rarely transfers; transfer most likely occurs when the learner knows and understands underlying concepts and principles that can be applied to problems in new contexts. Learning with understanding is more likely to promote transfer than simply memorizing information from a text or a lecture.
- Experts first seek to develop an understanding of problems, and this often involves thinking in terms of core concepts or big ideas. Novices’ knowledge is much less likely to be organized around big ideas; novices are more likely to approach problems by searching for correct formulas and pat answers that fit their everyday intuitions.
- Research on expertise suggests that superficial coverage of many topics in the domain may be a poor way to help students develop the competencies that will prepare them for future learning and work. Curricula that emphasize breadth of knowledge may prevent effective organization of knowledge because there is not enough time to learn anything in depth. Curricula that are “a mile wide and an inch deep” run the risk of developing disconnected rather than connected knowledge.
- Feedback is fundamental to learning, but feedback opportunities are often scarce in classrooms. Students may receive grades on tests and essays, but these are summative assessments that occur at the end of projects. What is needed are formative assessments, which provide students with opportunities to revise and improve the quality of their thinking and understanding.
- Many assessments measure only propositional (factual) knowledge and never ask whether students know when, where, and why to use that knowledge. . . . Given the goal of learning with understanding, assessments and feedback must focus on understanding, and not only on memory for procedures or facts.
- Expert teachers know the structure of their disciplines and this provides them with cognitive roadmaps that guide the assignments they give students, the assessments they use to gauge student progress, and the questions they ask in the give and take of classroom life. . . . The misconception is that teaching consists only of a set of general methods, that a good teacher can teach any subject, and that content knowledge alone is sufficient.

4. **Intentional Use of Data to Drive Instructional Decisions**

Finally, at OCS, regular assessment helps teachers to build on students’ current levels of understanding. Teachers and instructional leaders continuously assess their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups, whole class, grade level and whole school achievement. Types of assessments include the California Assessment of Student Performance and Progress (CAASPP), classroom portfolios, classroom assessment data, benchmark assessment scores, math and writing benchmarks, and report card data. Data analysis takes place during regular staff development sessions, where teachers and school leaders continuously look at student work and data in order to inform, structure and refine Teacher assessment, curriculum, pedagogy, and student services. Our Community School ensures that all members of our faculty receive appropriate training, support, time and resources to develop their skills and engage fully in this process.

F. **Curriculum and Instruction**
OCS implements an academically challenging integrated TK-8 curriculum, incorporating standards-based materials while focusing on the innovative instructional approaches as detailed above. Our academic program is centered on mastery of the CA CCSS, including the foundational skills embedded in anchor standards in ELA and Math. Our active, engaging curriculum integrates meaning making, language development, effective expression, content knowledge, and foundational skills.

Literacy proficiency is essential for success in high school and in college, and at OCS, every teacher is a literacy teacher. Thus, the Common Core Literacy Standards in History/Social Sciences, Science and Technical Subjects infuse the content areas. We believe that students who meet these standards and are exposed to powerful literature across subjects and genres develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. With a solid foundation in literacy and language, OCS students are equipped to master content in secondary school, college and beyond. Furthermore, the CA CCSS in Mathematics call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing “habits of mind” that foster mastery of mathematics content as well as mathematical understanding, outcomes that prepare TK-8 students for higher mathematics.

1. **English Language Arts (Core)**

At OCS, we strongly believe that a standards-based, balanced literacy approach best serves the needs of the emerging reader and writer. Using books by known experts in balanced literacy such as Patricia Cunningham, Gail E. Thompkins, and Diane Snowball, we will seek to educate children in a meaningful language-rich environment. Children will be assessed frequently throughout the school year using reading assessments such as Reading Results or DIBELS. Students who struggle are closely monitored and provided with intervention. The five main elements to the OCS English Language Arts program are aligned to the four strands of the California Common Core Standards in English Language Arts as well as the California English Language Arts/English Language Development Framework

1) Reading  
2) Writing  
3) Speaking and Listening  
4) Language  

**Reading**

The reading instruction program at OCS educates students to be highly capable readers with the ability to apply their comprehension and analytical skills in becoming fully functioning citizens in our democracy. We believe high levels of comprehension in all genres builds the foundation for academic success. OCS provides students with English Language Arts instruction that results in the ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts. We take a balanced approach that some reading material should be at independent reading levels, some more difficult for particularly interesting topics, and, finally, some challenging text for instruction which needs to be scaffolded.

In all grade levels, students read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions.

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drawn from the text. Students also determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. Furthermore, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Next, students understand the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students in grades K-8 analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They also assess how point of view or purpose shapes the content and style of a text.

As students integrate knowledge and ideas they read, they evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They also delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. And as students progress in their range of reading and level of text complexity, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Literature
OCS students understand complex text and ideas as well as reason, analyze, persuade, and problem solve. Through literature, students learn about the world, civic life, and the human heart, being well-read, and helping them reach their potential. Thus, OCS students encounter a significant representation of the best classic and contemporary literature including novels, biographies, essays and plays. OCS uses a state standards-aligned, text-based reading/language arts program called Pegasus II in grades 1 to 6. This program was developed by Dr. Carol Santa, the International Reading Association’s past president. The Pegasus II program is based on the research into how best to teach reading comprehension by Project CRISS (Creating Independence through Student-owned Strategies). It uses classic children’s literature such as Where the Wild Things Are, Sarah, In the Year of the Boar, Jackie Robinson, and Sarah, Plain and Tall to help teach students effective comprehension strategies using stories they love.

Beginning in kindergarten, students listen to stories and create storyboards to demonstrate their comprehension. As students advance in reading levels, they both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to analyze, evaluate, and interpret what they read. Reading strategies are posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading. Guided reading groups use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students. Read alouds are frequently connected to integrated curriculum units as they are taught in the classroom. Teachers use a diversity of print and digital sources so that students integrate and evaluate content, visually and quantitatively, as well as in words.

English Language Learners and students who are struggling are provided access to reading materials through use of leveled libraries with high-interest books at all levels, reading conferences with teachers, one-on-one reading tutoring; books on tape and listening centers; and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to

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fluent readers, OCS students listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

In Grades 6 to 8, we will continue to use quality literature-based comprehension instruction in language arts. Students will be taught deeper comprehension strategies through continued use of Project CRiSS and a study skill program such as Cornell Notes. Teachers will select grade-appropriate core literature that exhibits the depth and complexity demanded by the CA CCSS and that relates to the OCS mission of enabling students to be informed, ethical and empowered members of a democratic community. Also we will seek out books that deal with social issues or books that relate to integrated curriculum units tied to Social Studies or Science themes.

In seventh and eighth grade, students will use the skills developed in the previous grades to understand more sophisticated literature and content area information. Students will identify idioms, analogies, metaphors, and similes and continue to use multiple strategies to clarify word meanings. Students will focus on comprehension of various informational materials using the strategies developed previously in addition to skills in identifying author’s bias or perspective. Students will begin to analyze literature by determining purpose by genre, comparing and contrasting themes and points of view, and analyze more sophisticated elements of characterization.

Teachers will use quality literature from the California state list of recommended literature for K-8. An effort will be made to use books that reflect the ongoing interdisciplinary study of the classroom.

Informational Text
The charter middle school language arts curriculum is taught within a humanities core block, which integrates reading, writing, speaking, and listening with the study of history. Using primary documents, historical fiction, interactive simulations, and drama, students explore ancient and medieval civilizations, as well as 18th and 19th U.S. history. Students also explore contemporary issues through current events and children’s literature that addresses themes of social justice and human choice. Students are expected to make connections between modern and historical circumstances. The Humanities curriculum integrates history and literature and use the tools of anthropology, sociology, art, music, geography, philosophy and law to help students understand history. By reading both historical non-fiction and fiction that parallel the topics and periods studied, students make significant connections as they ask meaningful questions about history, literature, and humanity. In humanities, they learn how to ask effective questions and to evaluate primary and secondary sources; how to detect point of view; how to use evidence to support an argument; how to find, define, and research a fruitful question; how to write an analytical essay with a thesis statement using evidence and sources to support their claims.

In grades 6-8, students also use the Cornell Notes or another study skill format to take notes as they read science and social studies text. This note-taking format serves as a valuable college preparatory skill in and of itself; additionally, it is used to further develop the comprehension of informational text. Socratic seminars use questioning strategies that allow students to analyze historical or literary works. Students write essays in response to several historical/contemporary problems and/or themes and create dramatic reenactments of historical or literary elements.

Foundational Skills
OCS primary students develop foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency) as described by the California Common Core State Standards in English Language Arts / Literacy. Students in grades K and 1 demonstrate understanding of spoken words, syllables, and sounds (phonemes) and know and apply grade level phonics and word analysis skills both in
isolation and in text. OCS uses the SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) program, a decoding curriculum that teaches the prerequisites for developing reading fluency and comprehension. Reading experts Snow, Burns, and Griffin say that beginning readers need four things: “explicit instruction and practice that leads to an appreciation that spoken words are made up of smaller units of sounds; familiarity with spelling-sound correspondences and common spelling conventions and their use in identifying printed words; ‘sight’ recognition of frequent words; and independent reading, including reading aloud.” According to the National Reading Panel, “Instruction that taught phoneme manipulation with letters helped normally developing readers and at-risk readers acquire phonemic awareness better than phonemic awareness instruction without letters. When children were taught phonemic awareness in small groups, their learning was greater than when they were taught individually or in classrooms.” A systematic phonics approach is key. The National Reading Panel says, “Findings provide solid support for the conclusion that systematic phonics instruction makes a bigger contribution to children’s growth in reading than alternative programs providing unsystematic or no phonics instruction.” SIPPS was developed by educators and reading experts John Shefelbine and Karen K. Newman to meet the researched need for systematic small group instruction in phonics. We continue to use SIPPS in our after-school tutoring program for students who need reading intervention in upper grades.

Writing
CS’s writing instruction is rooted in a constructivist approach. Students select topics that are close to their hearts and write for real audiences, not just their classroom teacher. Teachers work together in grade-level teams to develop standards-based units centered on deep, essential questions, which culminate in writing projects. These units respond to relevant issues of social justice or current events that affect students’ lives and community. To create these units teachers apply training they have received in the Understanding by Design approach to curriculum design as well as in the National Writing Project approach to teaching.

Writing instruction at Our Community School helps students figure out reading “from the inside out.” As children write, they use their letter-sound knowledge, develop knowledge they have read about, and practice the art of writing that they have analyzed in models that they have read. Children who write become more fluent in reading. Grammar and spelling are taught throughout the writing process and supplemented by direct instruction of standards-based skills at each grade level as appropriate.

Similar to the New York City public schools, OCS bases its writers-workshop-style writing instruction on the teachings of Teacher’s College Columbia University professor Lucy Calkins. Using the California Common Core State Standards in ELA/Literacy teachers plan mini-lessons and create writing projects that align with grade level standards and are also a central part of many interdisciplinary studies. OCS writing workshops adhere to the following guiding principles:

- Provides multiple times each week for children to work on their writing. During each day’s writing workshop, children rehearse, plan, draft, revise, and edit writing on topics that are usually chosen

12 National Reading Panel. (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Reports of the Subgroups. Bethesda, MD: National Institute of Child Health and Human Development
13 National Reading Panel,
15 From the NYC Board of Education website on 3/26/05 www.nycenet.edu
by the child. During the year in a writing workshop, the children work on a variety of writing, including narratives, opinion/argument pieces, and informational/explanatory writing. During the writing workshop, children usually do not write about books, but instead, they write their own books. At the end of a unit of study, children’s writing is “published.” Publishing can be as simple as having a class of older children meet with younger children to read aloud their finished work. However, it does incorporate taking a draft through the phases of the writing process until it is in keeping with standardized English grammar and spelling as appropriate for the grade level.

- Explicitly teach children habits and strategies of writing, and then coach them so they can apply those strategies during independent writing. Explicit instruction is usually provided through the ten-minute-long mini-lesson, which occurs at the start of writing workshops. Teachers are encouraged to design mini-lessons in which they demonstrate a strategy and provide children with assisted practice using that strategy. Although a mini-lesson might contain a few minutes of shared reading, reading aloud, or interactive writing, none of these activities would in and of themselves qualify as a mini-lesson, because mini-lessons are meant as a time for explicit and direct instruction.

- Assess and coach writers through individual and, sometimes, small group conferences. These conferences generally begin with research and assessment. Teachers move among children during the writing workshops, holding three- to five-minute-long conferences or longer small group meetings as students write and reflect on their writing.

The core of writing instruction is built upon the steps of the writing process, i.e. brainstorming, drafting, revising, editing, & publishing. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. As they develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, OCS students use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Beginning in kindergarten, teachers in every grade guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/explanatory texts, and narratives. Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. They write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

The writing process approach includes the use of mini-lessons. Teachers present “mini-lessons” which follow a set format: introduction of the concept and connection to the writing students are doing; modeling of the writing concept; shared application of the concept; students try it on their own; students apply the concept to their own writing. As students grow older they learn how to write at increasing deeper levels of depth and complexity.

Examples of Increasing Levels of Depth and Complexity within Text Types & Purposes Standard 2: Write informative/explanatory texts.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>Use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic.</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Name a topic, supply some facts about the topic, and provide some sense of closure.</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
</tr>
</tbody>
</table>
| 3<sup>rd</sup> | Examine a topic and convey ideas and information clearly.  
  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  
  b. Develop the topic with facts, definitions, and details.  
  c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  
  d. Provide a concluding statement or section. |
| 4th   | Examine a topic and convey ideas and information clearly.  
  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
  c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because).  
  d. Use precise language and domain specific vocabulary to inform about or explain the topic.  
  e. Provide a concluding statement or section related to the information or explanation presented. |
| 5<sup>th</sup> | Examine a topic and convey ideas and information clearly.  
  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
  c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  
  d. Use precise language and domain specific vocabulary to inform about or explain the topic.  
  e. Provide a concluding statement or section related to the information or explanation presented. |
| 6<sup>th</sup> | Examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
  c. Use appropriate transitions to clarify the relationships among ideas and concepts. |
Our Community Students conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. They also gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Finally, students draw evidence from literary or informational texts to support analysis, reflection, and research.
Listening and Speaking
Children enter kindergarten already understanding 3,000 to 5,000 words that they can use in oral, grammatically correct sentences.\(^{16}\) Through conversations with parents, peers, and other adults, oral language is the most important resource they use to find new information and discover how their world works. Unfortunately, for many children entering into grammar school means entering teacher-dominated classrooms. The teacher talks; the students are expected not to talk, but to sit still and listen. The decline of using speech as a tool is a “major reason for inhibition of students’ abilities to reason and to forecast as they progress from lower to higher grades.”\(^{17}\) Students may begin to feel frustrated when speech, their major learning tool, is shunned or taken away altogether, and often develop a negative attitude toward school.

Being able to speak and listen effectively provides foundation for reading and writing long before formal instruction begins, and a student’s success in reading and writing is directly related to his or her understanding of oral language.\(^{18}\) Children use speech to describe their experiences, to predict what will happen in the future, and to talk about events in the past. Oral language influences students’ earliest attempts to read and write, and they use it to tell us if they understand what they read and write. Throughout life, oral language continues to be an essential tool to learn, acquire new information, engage in intellectual dialogue, and to communicate ideas well after reading and writing proficiency have been achieved.\(^{19}\)

At Our Community School, listening and speaking skills are both directly taught and embedded into all activities and academic subjects. This is largely based on the Responsive Classroom approach to teaching. Across grades K-8, students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. They integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally, and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Students, at varying levels of depth and complexity depending on grade level, also present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students strategically use digital media and visual displays of data to express information and enhance understanding of presentations. Students also adapt their speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Our use of the Responsive Classroom approach to teaching supports the integration of listening and speaking. We know that cognitive growth takes place largely through social interaction, and academic and social success requires that children both learn and practice social skills, specifically cooperation, assertion, responsibility, empathy, and self-control. These ideas are regular components of the school day at OCS, and are especially tangible in Morning Meetings and the Peaceful Learning Communities.

Language


Students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. They also show a command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Students apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Cognitive science research is making it increasingly clear that reading comprehension requires a student to possess a lot of vocabulary and a lot of background knowledge, therefore OCS explicitly teaches students figurative language, word relationships, and nuances in word meanings. Students acquire a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening and demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

OCS believes that students need to read across content areas and learn deeply within science and social studies and that reading comprehension cannot and should not be taught in isolation from other content areas. Thus, we support language development by teaching students how to clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

2. **Mathematics (Core)**

The mathematics program at OCS – which has long been aligned with the concepts and skills now detailed in the CA CCCSS for Mathematics -- educates students to be powerful mathematicians with the ability to use their deep conceptual understanding of mathematics and their proficiency with basic facts to solve both routine and novel problems. In alignment with the CA CCSS, the Framework for Mathematics instruction and the National Council of the Teachers of Mathematics, we seek to balance skill instruction with conceptual learning and problem solving. OCS uses research-based methodology, interdisciplinary projects, and a schoolwide mathematics curriculum aligned with the mathematics state standards.

The CA CCSS-aligned mathematics curriculum at OCS is problem-based, offering all students the opportunity to learn mathematical concepts and procedures with understanding. “The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing “habits of mind” that foster mastery of mathematics content as well as mathematical understanding. The standards for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.” Intro, California Common Core State Standards: Mathematics (January 2013).

OCS utilizes the internationally acclaimed Singapore Math curriculum. Its pedagogical approach enables students to encounter math in a meaningful way and translate mathematical skills from the concrete to the abstract. Material is presented in a logical sequence throughout the grades and mastery of the material is expected before the move of the next level. OCS’s curriculum includes direct instruction and a focus on mathematical thinking with immediate application of new skills to problem solving. By encouraging students to solve problems in a variety of ways, these programs stretch the mind and promote an understanding of the way mathematical processes work. Singapore Math is geared towards producing mathematical thinkers, and it does this by walking children through all the component parts of a

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problem before presenting them with the whole problem to solve. This program is designed to equip students with a strong foundation in mathematics. Topics are covered in depth and taught to mastery. By focusing on mathematical understanding, the program aims to help students develop logical thinking and critical lifelong problem-solving skills. Topics covered previously are reviewed at higher grades with increasing difficulty. The introduction of new concepts is built upon the mathematical concepts students have learned previously. Spiral progression also allows for a review of important math concepts while expanding on that foundation. Based on the idea of spiral progression, students are expected to meet the required grade level academic content standards. This concept scaffolds the success for remarkable schoolwide learning results.

OCS math teachers employ at least two types of lessons—concept and skills lessons. We ask students to concentrate on the conceptual, while offering lessons that build students’ ability to develop, practice, and apply new skills to solve problems. Both accuracy and efficiency can be improved with practice, which can also help students maintain fluency. But students also have to understand when to use a specific calculation, and why, in order to apply it to real-world problems.

The gradual-release model of instruction is use to gradually withdraw support as students gain mastery of the math standard.

In order to measure whether or not students have gained a deep understanding of a mathematical concept, assessment items include multiple representations. EngageNY.org specifies three “buckets” of multiple representations:

1. Procedural Skills: These apply to standards that reference verbs such as compute, solve, identify, interpret, use, make, and find solutions. Procedural representations are most often multiple-choice questions that require students to apply and identify mathematical processes in various ways.
2. Conceptual Understanding: These representations use verbs such as understand, explain, represent, and describe when applied to standards, which results in students having to combine mathematical practices.
3. Application: Unique to the Common Core, application standards are represented by tasks. In general, in order to complete these tasks, students must use both procedural knowledge and conceptual understanding.

Research shows “teaching that focuses on interactive participation can improve problem solving and conceptual mastery, with no ill effects on computational mastery.“ (Bruce, 2007) Mathematical discourse is embedded in the Standards for Mathematical Practice as “construct viable arguments and critique the reasoning of others.” It has often been described as teaching students to “think like mathematicians.”

At OCS, Webb’s Depth of Knowledge levels are used to guide critical thinking instruction and reflection. Students are guided through these varied levels using guided practice and specific questioning strategies and work products. Students use several of these levels in any given day or class. Ultimately our goal is to have students working toward greater mastery of levels 3 and 4 with regularity.
<table>
<thead>
<tr>
<th>Level of Complexity (measures a student’s Depth of Knowledge)</th>
<th>Key Verbs That May Clue Level</th>
<th>Evidence of Depth of Knowledge</th>
</tr>
</thead>
</table>
| **Level 1**
**Recall/Reproduction**
Recall a fact, information, or procedure. Process information on a low level. |
**Bloom**
**Know/Remember**
“The recall of specifics and universals, involving little more than bringing to mind the appropriate material.” |
**Comprehend/Understand**
“Ability to process knowledge on a low level such that the knowledge |
| Arrange Calculate Cite Define Describe Draw Explain Give examples Identify Illustrate Label Locate List Match | Measure Name Perform Quote Recall Recite Record Repeat Report Select State Summarize Tabulate | • Explain simple concepts or routine procedures
• Recall elements and details
• Recall a fact, term or property
• Conduct basic calculations
• Order rational numbers
• Identify a standard scientific representation for simple phenomenon
• Label locations
• Describe the features of a place or people
• Identify figurative language in a reading passage |
| **Level 2 Skill/Concept**
Use information or conceptual knowledge, two or more steps |
**Bloom**
**Apply**
“Uses information in another familiar situation.” (Executes - Carries out a procedures in a familiar task) (Implements - Uses a procedure in an unfamiliar task) |
| Apply Calculate Categorize Classify Compare Compute Construct Convert Describe Determine Distinguish Estimate Explain Extend Extrapolate Find Formulate | Generalize Graph Identify patterns Infer Interpolate Interpret Modify Observe Organize Predict Relate Represent Show Simplify Solve Sort Use | • Solve routine multiple-step problems
• Describe non-trivial patterns
• Interpret information from a simple graph
• Formulate a routine problem, given data and conditions
• Sort objects
• Show relationships
• Apply a concept
• Organize, represent and interpret data
• Use context clues to identify the meaning of unfamiliar words
• Describe the cause/effect of a |
### Level 3

**Strategic Thinking**
Requires reasoning, developing a plan or a sequence of steps, some complexity

*Bloom*
*Analyze*
“Breaking information into parts to explore understanding and relationship.”

*Evaluate*
“Checks/Critiques – makes

### Level 4

**Extended Thinking**
Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities.

*Bloom*
*Synthesize*
“Putting together elements and parts to form a whole

*Evaluate*
Making value judgments

<table>
<thead>
<tr>
<th>Appraise</th>
<th>Assess</th>
<th>Cite evidence</th>
<th>Check</th>
<th>Compare</th>
<th>Compile</th>
<th>Hypothesize</th>
<th>Identify</th>
<th>Infer</th>
<th>Interpret</th>
<th>Investigate</th>
<th>Judge</th>
<th>Justify</th>
<th>Reorganize</th>
<th>Solve</th>
<th>Support</th>
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</thead>
<tbody>
<tr>
<td>Connect</td>
<td>Critique</td>
<td>Create</td>
<td>Critique</td>
<td>Design</td>
<td>Judge</td>
<td>Justify</td>
<td>Prove</td>
<td>Report</td>
<td>Synthesize</td>
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### 3. Science (Core)

Consistent with the OCS school-wide philosophy of experiential, child-centered learning, OCS’s science program focuses on students using the scientific process to engage in solving real life scientific problems. Teachers use the California Content Standards in Science to create their interdisciplinary units of study (as California’s NextGen Science Standards are implemented, these will be incorporated into the OCS curriculum). Teachers also use materials from the American Association for the Advancement of Science (AAAS) Project 2061 in order to plan and implement effective science curriculum.\(^{21}\) The AAAS Benchmarks for science literacy 2061 recommend specific practices for effective science learning and teaching, noting that it should be consistent with the nature of scientific inquiry.

\(^{21}\) AAAS  www.project2061.org
Science, mathematics, and technology are defined as much by what they do and how they do it as they are by the results they achieve. To understand them as ways of thinking and doing, as well as bodies of knowledge, requires that students have some experience with the kinds of thought and action that are typical of those fields. Teachers, therefore, should do the following:

- Start With Questions About Nature
- Engage Students Actively
- Concentrate on the Collection and Use of Evidence
- Provide Historical Perspectives
- Insist on Clear Expression
- Use a Team Approach
- Do Not Separate Knowing From Finding Out
- De-emphasize the Memorization of Technical Vocabulary

In keeping with these values for science education, TK-5 grade levels utilize the Full Option Science System (FOSS) Kits, developed by the Lawrence Hall of Science at University of California, Berkeley, that provide hands-on learning and experimentation that builds upon previous knowledge. Each standards-aligned FOSS kit is thematically-based and provides a series of hands-on and inquiry-based learning experiences for the unit. Supplemental materials include videos (i.e. “Magic School Bus”, “National Geographic for Kids”), standards-based ecology units, and trade books specifically pertaining to the current science topic being taught (i.e. a natural disaster unit would include books and technology resources on earthquakes, volcanoes, hurricanes, tornadoes, and other natural disasters). Students in grades 6-8 use Pearson Focus on Science texts for the respective grade-level topics (earth science, life science, and physical science), though at all grades, teachers rely on a multitude of resources available in OCS’s resource room to create dynamic, hands-on lessons for students in all grades.

The four strands within TK-5 standards include Earth Science, Life Science, Physical Science, and Investigation and Experimentation. The focus in sixth grade is earth science; life science in the seventh grade; and physical science in the eighth grade. Drawing on the resources of the FOSS curriculum, the American Association for the Advancement of Science’s Project 2061 and other curriculum resources, teachers plan in depth integrated units of study in which students use the scientific method to enact, observe and record experiments based on their hypothesis. Unit themes are based on inquiries such as “Why do some things change and some things stay the same?” or “How and why do human beings and animals find or create shelters?” Teachers reinforce the connections between science, math, engineering, and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. By the end of grade eight, students will become independent scientific researchers with strong expository reading and writing skills who are able to implement student-created scientific experiments. In an effort to cultivate independent scientific researchers, each spring, a science fair is held for the 6th-8th graders.

The following is a list of sample OCS interdisciplinary studies in which California Scientific Standards are taught within the context of a project based scientific inquiry.

<table>
<thead>
<tr>
<th>Science Standards</th>
<th>Interdisciplinary Theme</th>
<th>Scientific Inquiry Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Grade - Life Sciences. Plants and</td>
<td>Neighborhood Study</td>
<td>Mapping animal and insect life in the neighborhood: Students create a</td>
</tr>
<tr>
<td>animals meet their needs in different</td>
<td>Social Studies Standards:</td>
<td></td>
</tr>
</tbody>
</table>

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22 AAAS  www.project2061.org/tools/sfaool/Chap13.htm  quoted from the website 3/25/05
ways. As a basis for understanding this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

series of maps about the charter school neighborhood. In observing and recording information for their maps students are asked to record where they have observed various animals and insects and to make a hypothesis about what types of environments each prefers. Small groups of students then construct microenvironments for insects collected in the neighborhood. They follow up with individual observational records of whether the insects have everything they need to survive.

<table>
<thead>
<tr>
<th>3rd Grade - Earth Science</th>
<th>Study of The Chumash</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.</td>
<td>Students read myths and legends about the Chumash, study the night sky, and then write their own myths that incorporate some aspect of the night sky in the story.</td>
<td>Students describe the American Indian nations in their local region long ago and in the recent past.</td>
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<tr>
<td>Students know the way in which the Moon’s appearance changes during the four-week lunar cycle.</td>
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<tr>
<td>Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.</td>
<td></td>
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</tr>
<tr>
<td>Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.</td>
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<tr>
<td>Students know the position of the Sun in the sky changes during the course of the day and from season to season.</td>
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</tbody>
</table>

Observation of the Night Sky: Students create a series of questions about the night sky that they would like to learn about. Students do a night sky journal over a period of 6 weeks, documenting the changes in the moon and any changes they notice in the stars. They develop hypotheses about the changes they have noticed. Students visit a planetarium. They write paragraphs about what they observed and how it connects to what they learned at the planetarium. Then students write myths or legends incorporating new knowledge they have about the night sky.

Language Arts - Reading Comprehension
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

Writing Applications
2.1 Write narratives:
a. Provide a context within which an action takes place.
b. Include well-chosen details to develop the plot.
c. Provide insight into why the selected incident is memorable.
### 6th Grade - Earth Science
Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:

a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.

b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.

c. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.

d. Students know major geologic events such as earthquakes, volcanic eruptions, and mountain building result from plate motions.

### Ancient Civilizations: How do the ideas and experiences of ancient civilizations still help to shape modern life?
During the time the class is studying ancient Rome, they learn about the fate of Pompeii. This leads to small group research projects about volcanoes, plate tectonics and earthquakes.

### Social Studies Standards: 6.7
Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

### Language Arts Standards:
**Reading Comprehension:** 2.4
Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

**Writing Applications:** 2.3
Write research reports:
- Pose relevant questions with a scope narrow enough to be thoroughly covered.
- Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).

### Mathematics Standards:
3.2 Use data to estimate the probability of future events.
2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.

### Why do volcanoes and earthquakes happen?

### Research Reports
Students generate a list of questions about volcanoes and earthquakes. They visit the Los Angeles County Science Museum to learn more about plate tectonics. Using this new knowledge, students form groups studying different aspects of geological events. They do research at the County Library to learn more about their topics. Students write individual research project but the group works together to create a visual display and an oral presentation with the intent of teaching the rest of the class about the topic they researched. All research projects must include some data analysis such as figuring the probability of a volcano or earthquake happening in a certain area or the rate at which lava may flow and how fast it can encompass a town of a certain size.

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### 4. Social Studies (Core)

In many ways, Social Studies are at the heart of the curriculum at Our Community School. To understand how human beings function within groups and with one another to govern their world and to create cultures that sustain us is fundamental learning for all people. Paulo Freire once wrote that we “read the word in order to read the world.” All of the academic skill people learn in reading, writing and problem solving must be applied to real human problems in the world around us or there is no purpose in developing the skill. At OCS our social studies curriculum is integrated with other content areas as much as
In grades 7-8, students are in extended humanities blocks to provide them with opportunities to form cross disciplinary connections among the humanities strands: history, reading, writing, listening and speaking, and writing. The humanities structure provides teachers with enough time and flexibility to create powerful learning environments that allow students to use a range of content knowledge, reading strategies, social competencies, and written output to demonstrate their mastery of the humanities curriculum.

Through the Teaching American History grant project completed in collaboration with other area charter schools and the Constitutional Rights Foundation, several OCS faculty developed several UbD interdisciplinary social studies/history units for grade levels K-6 over the course of a three year project, while also collaboratively exchanging units developed by peer schools. These units form a significant part of our social studies curriculum in TK-6. We also use the Different Ways of Knowing Teacher Planning Guides, a material of the Galef Institute, as a rich resource to support our interdisciplinary humanities core curriculum. This resource supports in-depth studies, beginning with what students know, as basic to our constructivist approach. It is also a model for our faculty in interdisciplinary planning as a starting point for their clustering of California Standards from varied disciplines within their humanities theme. We also use core literature that relates to the social studies standards. In the charter middle school grades students use History Alive! As the basis for the integrated Humanities course of Social Studies and Language Arts. Teachers also use resources from “Rethinking Schools,” “Facing History and Ourselves,” “Teaching Tolerance” and “the Diversity Council” to develop units that represent the multi-story complex web of intertwining traditions and cultures that is an integral part of our country’s history. Just as science must include experiments, Social Studies must include role play, whether this means Kindergarteners negotiating the rules to govern the block city they have created, second graders figuring out the role of producers and consumers for a snack sale they organize for recess, or a living history museum by fourth graders based on their enacting the stories of immigrants to California. Through these role-play experiences, students will have the opportunity to debate, collaborate, articulate, research and develop an ethical, civic, and cultural context for the lives and history of human beings.

In order to make our social studies curriculum relevant and important in our student’s lives, we also incorporate the five following elements: fieldtrips, geography, civics, social justice and service learning:

**FIELD TRIPS:** OCS believes that the city of Los Angeles is a rich resource for our students to deepen their understanding of social studies. Social Studies classes at OCS will include trips from local walks in the neighborhood to a supermarket to the 6th grade overnight trip to the Grand Canyon to see the ruins of a real ancient civilization and many things in between.23 Fieldtrips develop students’ ability to observe and record. Students practice developing interview questions and recording their answers. They have the opportunity to see and hear first-hand about what they are studying. The following chart shows some of the typical OCS fieldtrips and how they relate to social studies standards and Language Arts.

<table>
<thead>
<tr>
<th>Grade</th>
<th>SS Standard</th>
<th>Project</th>
<th>ELA Connection</th>
<th>Fieldtrip</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/Kindergarten</td>
<td>K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations,</td>
<td>Children construct buildings from cardboard boxes and create a cityscape on the</td>
<td>Students write sentences describing their building, students write sentences describing their</td>
<td>Walks in neighborhood, trips to other Los Angeles neighborhoods such as</td>
<td>Students must create a labeled drawing of the city they have</td>
</tr>
</tbody>
</table>

23 All field trips are offered at no charge to students. Through OCS and parent fundraising (via Panda Partners), the entire cost of these excursions, including to the Grand Canyon, are covered via private funds, ensuring every student can participate equitably.
<table>
<thead>
<tr>
<th>Grade</th>
<th>SS Standard</th>
<th>Project</th>
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<th>Fieldtrip</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third</td>
<td>3.2 Students describe the American Indian nations in their local region long ago and in the recent past</td>
<td>Students create a Native American museum in their class and share it with other students.</td>
<td>Students write research reports about the tribe, students write interviews to ask of a modern American Indian person, students write fictional dairies of the life of a Native American person. Books include: <em>The Rainbow Bridge</em> by A. Wood and R. Florzack</td>
<td>Chumash Interpretive Center, Topanga Canyon Hike with Native American specialist</td>
<td>Students write articles for OCS Times about what is the same and what is different for the Chumash Tribe today or compare and contrast...</td>
</tr>
<tr>
<td>Grade</td>
<td>Topic</td>
<td>Activities</td>
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<tr>
<td>Fourth</td>
<td>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</td>
<td>Students develop a mock trial about the rights of farm workers based on a real trial of farm workers vs, Taco Bell</td>
<td>Students write journals from different perspectives of people living in California 1800 to 1850. Students read and discuss <em>Esperanza Rising</em>.</td>
<td>Each student creates a newspaper with headlines and articles that explain the major changes and trends in CA during the time period.</td>
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<tr>
<td>Fifth</td>
<td>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</td>
<td>Students participate in a Boston Colony simulation in which each student takes on a role in the village and must.</td>
<td>Students keep journals about the life of their character. They read and discuss <em>Johnny Tremain</em>.</td>
<td>Students go on a boat trip on a schooner ship made as a replica of ships people rode to colonize the U.S. from Europe. Students write a research paper explaining the political, religious, social and economic of one of the colonies.</td>
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</tr>
<tr>
<td>Sixth</td>
<td>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</td>
<td>Students create and perform plays based on myths from ancient civilizations</td>
<td>Students read myths from ancient civilizations, choose a myth to turn into a play and develop characterization, dialogue and an engaging plot based on the original myth. Students read and discuss <em>The Lightning Thief</em>.</td>
<td>Students visit the LA County Museum and observe and record facts about artifacts from the civilization they are studying. Students create oral reports and PowerPoi...</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>SS Standard</td>
<td>Project</td>
<td>ELA Connection</td>
<td>Fieldtrip</td>
<td>Assessment</td>
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<tr>
<td>Sixth</td>
<td>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</td>
<td>Students create illuminated manuscripts using printing press methods; Students develop a timeline of Renaissance scientific discoveries.</td>
<td>Students read biographies of people from the Renaissance times and must write their own oral presentations about one person’s biography.</td>
<td>Students visit the Getty Center and look at manuscript s and paintings from the Renaissance period.</td>
<td>Students write an analytical essay about what impact the Renaissance time period has on our culture today.</td>
</tr>
<tr>
<td>Eighth</td>
<td>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</td>
<td>Students develop debates on important but divisive issues of today and compare them to the debates of the time preceding the Civil War</td>
<td>Students read <em>Chains</em> by L.H. Anderson and compare and contrast the revolutionary war to the civil war. Students read and discuss “The Gettysburg Address.”</td>
<td>Students visit the Drum Barracks museum and observe a civil war re-enactment event</td>
<td>Students write a persuasive essay as a letter to the editor of a newspaper of the time period incorporating key facts about why the civil war started.</td>
</tr>
</tbody>
</table>

**Geography:** Geography is incorporated into humanities themes beginning in TK/Kindergarten. Wooden, calibrated sets of unit blocks are regularly used as a concrete material which requires that the builder(s) reproduce environments/services which are the focus of their studies. Students demonstrate in concrete terms their grasp of information and understanding of how the real world works, and demonstrate the strength of their spatial perception skills. Studies of mapping lend themselves to this medium, on the journey from concrete structure to map legends replete with symbols. Older students have numerous opportunities to focus on the geography of the areas populated by the peoples they study, including using and making of maps. Understanding where they are in space and how to locate themselves on maps and understanding the point of view and purpose of different types of maps will be an important element of geography.
**Civics:** Civics is about how people organize and function in governments. Each individual has rights and responsibilities within our own society in understanding and voicing our opinions about important issues that the government is developing law about. OCS believes that all students should be engaged in voicing their opinion and understanding their rights and responsibilities as citizens. All students are involved in developing their rights and responsibilities within their class community and discussing the consequences through our Responsive Classroom curriculum. The sixth grade develops a student government at OCS every year. This student government gives all of the students at OCS an experience in civics as it applies to their lives. Students in grades 7th and 8th will be engaged in exploring issues that are important to them and developing community service projects around them. These projects will involve local government such as the neighborhood and city council. OCS students of all grade levels write letters to state and federal politicians about issues that interest them and to find out more about the workings of the government. The students at OCS practice civics within the school community and communicate with local government about the civics of our current society.

**Social Justice:** As a charter school that is concerned with teaching all children and giving all students an equal chance, we must also address issues of social justice. We incorporate curriculum about social justice at all levels, from Kindergarteners learning about transportation methods that will also incorporate learning about Rosa Parks and the Bus Boycott that she helped to spark, to fourth graders learning about the rights and controversies about day laborers of today compared with those of the age of the dustbowl, to eight graders learning about current slavery practices. Social justice curriculum is about taking the big concepts of history and applying them to current day issues and asking, What is fair? What is just? How shall we decide? How will we respond? What can we do? A social justice curriculum in the middle school environment gives students access to powerful ideas in history and expects them to form powerful connections between the past and the present. By critically examining historical mistakes and historical achievements, students will learn to evaluate current events and form judgments about them. From these judgments, students are called upon to act with historical awareness. This critical approach to history will prepare our students for college-prep high school courses.

**Service Learning:** Research demonstrates that high-quality service learning has positive effects on K-12 students’ academic performance and school engagement. Overall, service-learning students have significantly higher science and social studies scores than comparison students. Service-learning students in grades 7-12 reported more cognitive engagement in English/language arts than others. For students in grades 2-5, service-learning was linked to greater behavioral, affective, and cognitive engagement in school. (Meyer, Billig, & Hofschire, 2004). Service experiences integrated with the curriculum are linked to greater gains in subject matter knowledge, understanding the relevance of school learning, and overall academic performance (Dewsbury-White, 1993; Furco, 2002; Root, Rau, & Larson, n.d.).

At OCS, children learn about being of service to others through community service projects they develop and implement with classroom teachers. At OCS we believe that students learn best by doing and that service learning provides students the opportunity to do something active to make a difference. Service learning incorporates problem solving, analysis, and planning. Students must identify a problem, discuss solutions, identify one they are able to achieve and then develop a plan of action. The teacher guides them through this process but students must work together to find solutions. Service learning enables students to have real experiences in making a difference in their world. Students’ service learning projects range from helping to serve lunch at a local homeless shelter to participating in a local beautification project to writing letters to the editor about an issue of great concern to the class, to raising money to buy a village a farm animal through Heifer International. Service learning projects often stem from the integrated
curriculum projects developed by the teacher, but may also address issues that come up during the school year through student experiences.

5. Innovative Curricular Components Of The Educational Program

In addition to the four core subjects detailed above, OCS’s educational program is designed to serve the “whole child” through an emphasis on students’ role in a democratic society and active participation as a speaker, learner, listener and teacher. Students are asked to explain their math thinking in front of the class, work together to conduct science experiments, discuss themes and textual evidence with their peers in book clubs, work together to produce and perform plays based on ancient mythology, share the inspiration for their cardboard vehicle with the student body during an assembly, and collaborate with small and large groups across all content areas, requiring communication and organization through discussion and planning. Even on Field Day, an annual schoolwide celebration involving team-building physical activities, one can witness a sixth-grade student quieting down his rowdy and eager multi-grade “family” so that the kindergartener in the group can be heard and allowed to express her opinion. The daily experience of being someone else’s supportive listener, giving constructive feedback and support, as well as having to speak in front of small and large groups is a primary focus throughout the year.

As detailed in Section f., above, innovative elements of our program also include:

Responsive Classroom and Developmental Design: class management and community building programs, based on research in moral and ethical development, such as Ruth Sidney Charney’s Teaching Children to Care, have led to a school-wide culture of respect and kindness. OCS believes that a strong student is also someone who makes ethical choices in life. At OCS, each school day begins with a Morning Meeting/Advisory, a regular opportunity to learn and exercise social skills, and “to merge social, emotional, and intellectual learning.” Cooperation, assertion, responsibility, empathy, and self-control are modeled and practiced through oral sharing, active listening, and dialogue. Children learn how to listen respectfully, look at the person who is speaking, speak clearly, and to offer thoughtful questions and comments related to the topic. The four components of the Morning Meeting for grades TK-5 are greeting, sharing, group activity, and morning message. Listening and speaking skills are specifically demonstrated in the greeting and sharing portions. For middle grades students, Advisory provides an important check-in with an attentive teacher on both academic issues (study skills and habits, college awareness/readiness) as well as psycho-social concerns (managing peer challenges, etc.).

Community Service Learning: Students of all grade levels participate in school-level and/or off campus service learning opportunities. Our 7th/8th graders each volunteer eight hours of community service at local charities such as Heal the Bay, LA Public Libraries, pet adoption organizations, nursing homes, Operation Gratitude and more.

Student Empowerment: Students are supported by teachers to manage Morning Meetings and Student-Led Assemblies, where students learn and practice public speaking through presentations in the form of speeches, skits, songs, PowerPoint presentations, and more. Students of all ages learn to speak articulately and with confidence to the entire charter school population. Every year at the last-day-of-school celebration two students from each class TK/Kinder to 8th speak about the highlights of their school year, and the attending adults (500 or more) express amazement at the poise and confidence of even the youngest OCS students at this event.

Through regular Peaceful Learning Communities (PLCs), students show appreciation for and resolve conflicts with one another. PLCs are scheduled at least once per week in all classrooms, although PLCs generally happen more often. In a PLC, all students sit in a circle, where they can clearly see and be seen by their peers. Behavioral expectations regarding both listening and speaking in these circles are taught early in the year. The activity begins with appreciations: students vocally acknowledge one another for acts of kindness, friendly behavior, or words of encouragement. After a few minutes of appreciations, students are allowed to vocalize problems they have with one another. This starts with an appreciation, and is followed by both the concern and what that student needs to make things better, like an apology. Although monitored by teachers, PLCs allow students to orally brainstorm solutions for one another, and students in conflict with each other must explain their perspective to one another and the group.

Our elected Student Senate has weekly meetings where students engage in discussions and problem solving about student issues and campus life.

Each school year begins with Family Conferences at which students, parent, and teacher meet to discuss student strengths, challenges, then develop goals and specific next steps for each member of the conference to implement. Students also explain and share their academic progress with their parents every year at the spring Student-Led Conferences in which they reflect on their learning, identifying successes, challenges and future academic goals. Students have a meaningful say in their educational environment, and through this experience they become more engaged and invested in their own education.

**Parent Involvement:** Through parent participation on the Board of Directors and School Site Council, active volunteerism on campus and in support of our charter school, and frequent home-school communications, parents play an integral role in all aspects of school operations.

**6. Intervention And Enrichment Programs**

**a. Intervention Programs**

OCS supports students through a variety of interventions. A tutoring program is offered after school to students in the 2nd through 8th grades in the areas of Language Arts and Math, led by teachers and teaching assistants. Teachers also are available for additional support after school as needed, in any subject. Intervention and remedial support is provided for identified students (see below) during both push-in and pull-out sessions in regular classes, or for 7th/8th graders who have elective periods, as a required elective. Teachers and tutors maintain ongoing home-school communication about each child’s progress and typically recommend that a child discontinue intervention supports/tutoring, etc. when the student has reached grade-level proficiency. Students may be placed in the program at any point during the year should additional support is necessary.

See also additional interventions described Section K. Meeting the Needs of All Students. below.

**b. Music (Non-Core)**

Orff Shulwerk music lessons are offered to all OCS TK-5 students. This method of teaching music through students using rhythmic instruments, chants, rhythm and body movement is internationally recognized.

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25 Of course, in certain circumstances, a child may benefit from continued support. This is determined on an individual student basis.
Orff enables students to produce music in collaboration with others from a young age. Students are also taught how to innovate and create new additions to the music based on the patterns of the piece. By playing along with others, who may or may not be playing the same parts, OCS students learn to listen, collaborate, and create with others.

In middle grades, OCS offers music classes on other instruments including guitars and drums. With their base in Orff Shulwerk, OCS students quickly learn how to play other instruments. OCS students also learn songs to sing that bring the community together at all charter school assemblies and celebrations. Weekly music class offers OCS students who are strong musically a chance to shine in school. Studies of music and brain development reveal that learning to play a musical instrument with two hands encourages growth of dendrites between the two hemispheres of the brain.

c. Physical Education and Health (Non-Core)

TK/Kindergarten to 5th grade have no less than 200 minutes of P.E. instruction every 10 days while 7th & 8th grade students have no less than 400 minutes every ten days. OCS believes that Physical Education should be fun, non-competitive, and accessible to all OCS students. With childhood obesity on the rise Physical Education is even more important than ever. OCS teachers use the California P.E. and Health Education standards to develop P.E./Health classes that support students in developing gross motor skills, spatial awareness, sportsmanship, and a positive attitude about physical fitness in keeping one’s body healthy. Students learn about their bodies and their physical fitness as they do activities that promote aerobic health, flexibility, muscle strength and healthy body composition. In elementary grades we emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. In middle school we emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems. OCS partners with the California State University Northridge Kinesiology department to provide teacher professional development and model lessons from student teachers in P.E.

Health education is also an important aspect of the OCS program for the whole child. In TK-2 students learn about healthy habits such as washing their hands and covering their noses and mouths while sneezing. They also learn about good nutrition and hygiene such as regular teeth brushing. In the 3rd and 4th grades students learn more about the systems of the body and how they interrelate for good health. In 5th grade students have their first lessons within same gender groups about the changes puberty will bring for them. In 7th grade this topic is studied in greater depth through the life sciences curriculum. OCS uses the state Physical Fitness standards and the Health education framework to develop grade appropriate lessons in these content areas.

d. Foreign Language (Non-Core)

As a small charter school with limited resources, OCS has not, to date, established instruction in foreign languages. Students who desire learning in Spanish or French however are able to participate in a unique collaboration OCS has with Granada Hills Charter High School (GHCHS). Through this tech-based model, students at OCS can participate in daily online live webinars with a GHCHS highly qualified NCLB credentialed teacher, complete assignments that are reviewed by that teacher, and once a week, travel to GHCHS for in-person class time and meetings with the teacher, all for credit at OCS.
e. Technology (Non-Core)

OCS has a technology-rich environment for students in all grades. Our full-time Technology teacher collaborates closely with classroom teachers, and provides instruction at least once per week (twice for upper grades) to all classes, covering basic keyboarding, Office Suite (Word, Powerpoint, etc.), coding, photoshop and more. OCS has a dedicated computer lab, as well as three mobile computer carts. Media Arts elective – create yearbook, photoshop, etc. (See Section 13, above.)

7. Curricular And Instructional Materials

As detailed herein, all instruction at OCS is based upon the California State Standards, including the new California Common Core State Standards (CA CCSS) implementation. Specific textbooks and curriculum resources are subject to change based on ongoing internal evaluation, particularly as we implement new CA CCSS-aligned curriculum.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade(s)</th>
<th>Textbook/Curricular Resource(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>TK/K-5</td>
<td>Pearson Good Habits, Great Reader; Words Their Way; Zane Bloser Handwriting (TK-4th)</td>
</tr>
<tr>
<td></td>
<td>6th – 8th</td>
<td>Curriculum Associates – Ready Common Core</td>
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<td></td>
<td></td>
<td>Language Arts (Reading Instruction) - 6th – 8th</td>
</tr>
<tr>
<td>Math</td>
<td>TK/K-5</td>
<td>Singapore Math + Curriculum Associate’s Ready Common Core Math</td>
</tr>
<tr>
<td></td>
<td>6th – 8th</td>
<td>Curriculum Associate’s Ready Common Core Math 6th-8th grades</td>
</tr>
<tr>
<td>Science</td>
<td>TK/K-5</td>
<td>FOSS Science Kits</td>
</tr>
<tr>
<td>Earth Science</td>
<td>6th</td>
<td>Pearson Focus on Science – Earth Science</td>
</tr>
<tr>
<td>Life Science</td>
<td>7th</td>
<td>Pearson Focus on Science – Life Science</td>
</tr>
<tr>
<td>Physical Science</td>
<td>8th</td>
<td>Pearson Focus on Science – Physical Science</td>
</tr>
<tr>
<td>Social Science/History</td>
<td>TK/K-5</td>
<td>DWOK, Teaching American History, multiple resources</td>
</tr>
<tr>
<td></td>
<td>6th</td>
<td>History Alive:</td>
</tr>
<tr>
<td></td>
<td>7th</td>
<td>6th grade Ancient World</td>
</tr>
<tr>
<td></td>
<td>8th</td>
<td>7th grade Medieval World &amp; Beyond</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8th grade US through Industrialism</td>
</tr>
</tbody>
</table>

8. Comprehensive Course List

Not applicable.

9. Instructional Methods And Strategies

As detailed in the preceding sections, OCS teachers deliver differentiated instruction and use a variety of teaching methodologies to reach all learners, using instructional techniques flexibly to promote the construction of students’ understanding. We recognize that teaching conceptual understanding is absolutely essential in order to help students become truly proficient in core learning. Based on acclaimed research in recognized strategies including Cognitively Guided Instruction, Conceptually Based Instruction, Problem Centered Learning, and Supporting Ten-Structured Thinking, OCS uses the following five categories and their core features as the foundation for instructional techniques:

Nature of Classroom Tasks:
- To use problem-solving-focused instruction so students are engaged in real problem solving
- Connect with where students are: regular assessment helps teachers to build on students’ current levels of understanding
- Leave behind something of value: classroom tasks are designed and selected in order to challenge students and to offer them the chance to increase their understanding

Role of the Teacher
- To select tasks with goals in mind to further student learning
- To share essential information: teachers must strive to balance allowing students to grapple with their own developing understanding and offering insight that may increase their learning
- To establish a supportive classroom culture

Social Culture of the Classroom
- Student’s ideas and methods are valued
- Students can choose and share their methods
- Mistakes are not ignored, but used as learning sites for all students
- A climate in which correctness lies in the argument, so that all answers are explored for accuracy

Tools as Learning Supports
- Each user must construct his/her own meaning
- Tools are used with purpose to solve problems and not as props
- Tools are used to help students record, communicate and think about problems

Equity and Accessibility
- Tasks are made accessible to all learners
- Every student has a voice in class discussions
- Every student contributes.

In addition to the hands-on, integrated methods based in constructivism and project-based learning, teachers use dynamic and varied grouping strategies. Research supports practices in which instructional groupings are varied from homogeneous to heterogeneous and – as the students’ capacities develop – changed often. The practice of pigeon-holing students in stagnant groups for an entire school year or semester is often a detriment for the student. Parents of young children recognize that their children can make great leaps in development seemingly overnight; our groupings of students will be fluid in recognition of this reality. Our small charter school and small class sizes ensure that teachers get to know students’ strengths and needs across content areas and allow for student-centered learning with teacher support.

Teachers also help foster metacognition by sharing their own thoughts on how they approach and complete a task or arrive at a conclusion, help students become aware of their own thinking. Through ongoing reflection on their own work, students learn the most effective strategies they need in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.
Finally, teachers at OCS do rely on direct instruction to focus directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high-level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The elements of direct instruction include:

- Clearly communicating goals for students
- Structuring academic tasks for students
- Demonstrating the steps necessary to accomplish a particular academic task
- Monitoring student progress
- Providing student practice and teacher feedback to ensure success
- Holding students accountable for their work through frequent teacher review

OCS demands high-quality teaching, and provides extensive professional development, mentoring, coaching and supports to ensure teachers have the time and resources they need to excel in their field. By providing high-quality professional development, as well as time for teachers to meet, discuss, and learn what works best with their students, teachers will use the most effective strategies for helping all of their students become active, motivated learners who master the knowledge necessary for life-long learning and success.

10. HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

All of OCS’s courses and lessons have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) and the new Common Core standards (www.corestandards.org). Our faculty receive training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards.

11. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

Based on the International Society for Technology in Education’s (ISTE) Student Standards, and adding in the Computer Science Strands from the Computer Science Teachers Association, OCS has developed specific goals for student use of technology and mastery of tech-related skills. OCS has one computer tech lab that houses 25 PC desktops and 3 mobile laptop carts of 26 laptops each that rotate to each classroom as scheduled by classroom teachers. Tech instruction starts in TK/Kindergarten with the standards imbedded into the curriculum. Students receive high-quality technology instruction from an experienced instructor at least one time per week. This instruction is comprised of computer foundations and computer science. Students learn basic tech skills, coding, and use of specific software such as PowerPoint, Word, Excel, academic intervention programs and on-line foreign language and accelerated math programs.

ISTE Student Standards

1. Creativity and Innovation
   - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology

2. Communication and Collaboration
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency
   - Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making
   - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship
   - Students understand human, cultural, and social issues related to technology and practice legal and ethical behavior.

6. Technology Operations and Concepts
   - Students demonstrate a sound understanding of technology concepts, systems, and operations.

G. TRANSITIONAL KINDERGARTEN

TRANSITIONAL KINDERGARTEN

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

H. WASC ACCREDITATION

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.

OCS received a six-year accreditation from the Western Association of Schools and Colleges (WASC), through June 2016.

I. ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR AND SCHEDULES

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

The state of California requires that public schools deliver at least 36,000 instructional minutes for grades TK-K, 50,400 for grades 1-3, and 54,000 for grades 4-8 over at least 180 instructional days annually. The 2015-2016 school year calendar is included.

1. ACADEMIC CALENDAR
The OCS school year is similar to a traditional single-track calendar with 180 instructional days, divided into two semesters. OCS does not observe shortened days for teacher professional development; whole-school staff meetings are held after school on Tuesdays and during pupil-free professional development days. The Principal finalizes the school calendar and school hours each year with approval from the OCS Board of Directors. The 2015-16 calendar is included on the next page:
## Our Community School 2015-2016 School Calendar

<table>
<thead>
<tr>
<th>Days</th>
<th>Sch</th>
<th>Instructional Days</th>
<th>Weekends</th>
<th>Not in Attendance</th>
<th>Holidays</th>
<th>Pupil Free Days</th>
<th>Professional Days - All Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug-15</td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Sep-15</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Oct-15</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec-15</td>
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<tr>
<td>Jan-16</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Feb-16</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mar-16</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr-16</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May-16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jun-16</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Sample Daily Schedules**

### Sample TK/Kinder & 1st Grade 2015-2016 Bell Schedule

<table>
<thead>
<tr>
<th>Times</th>
<th>Minutes</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 8:50</td>
<td>20</td>
<td>Morning Meeting Calendar</td>
</tr>
<tr>
<td>8:50 - 9:50</td>
<td>50</td>
<td>Math</td>
</tr>
<tr>
<td>9:50 - 10:10</td>
<td>20</td>
<td>RECESS</td>
</tr>
<tr>
<td>10:10 - 11:10</td>
<td>60</td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mini Lesson or P.E.</td>
</tr>
<tr>
<td>11:10 - 12:00</td>
<td>50</td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child Initiated Play/Activity Centers or Technology</td>
</tr>
<tr>
<td>12:00 - 12:50</td>
<td>50</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:50 - 1:20</td>
<td>30</td>
<td>Quiet Reading or Music</td>
</tr>
<tr>
<td>1:20 - 1:40</td>
<td>20</td>
<td>GHGR – Story Time</td>
</tr>
<tr>
<td>1:40 - 2:30</td>
<td>50</td>
<td>Science/Social Studies/Art</td>
</tr>
<tr>
<td>2:30 - 2:50</td>
<td>20</td>
<td>Peaceful Learning Community/Closing Circle</td>
</tr>
<tr>
<td>2:50 - 3:00</td>
<td>10</td>
<td>Clean-up &amp; Pack up</td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

### Sample 2nd - 5th Grade 2015-2016 Bell Schedule

<table>
<thead>
<tr>
<th>Times</th>
<th>Minutes</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 8:50</td>
<td>20</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:50 - 9:50</td>
<td>60</td>
<td>Language Arts or Technology</td>
</tr>
<tr>
<td>9:50 - 10:15</td>
<td>25</td>
<td>Recess</td>
</tr>
<tr>
<td>10:15 - 11:15</td>
<td>60</td>
<td>Math or P.E.</td>
</tr>
<tr>
<td>11:15 - 12:15</td>
<td>60</td>
<td>Writing or Music</td>
</tr>
<tr>
<td>12:15 - 12:50</td>
<td>35</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:50 - 1:10</td>
<td>20</td>
<td>Quiet Time/Read Aloud</td>
</tr>
<tr>
<td>1:10 - 2:00</td>
<td>50</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2:00 - 2:50</td>
<td>50</td>
<td>Science</td>
</tr>
<tr>
<td>2:50 - 3:00</td>
<td>10</td>
<td>Clean-up/Pack up</td>
</tr>
</tbody>
</table>

### Sample 6th Grade 2015-2016 Bell Schedule

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20 - 8:30</td>
<td>Attendance and Daily News</td>
</tr>
<tr>
<td>8:30 - 8:50</td>
<td>Circle of Power/Respect Advisory Meeting</td>
</tr>
<tr>
<td>8:50 - 9:50</td>
<td>ELA* or Technology**</td>
</tr>
<tr>
<td>9:50 – 10:15</td>
<td>Recess</td>
</tr>
<tr>
<td>10:15 – 11:10</td>
<td>Math</td>
</tr>
<tr>
<td>Time</td>
<td>Minutes</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>8:20-8:35</td>
<td>15</td>
</tr>
<tr>
<td>8:38-9:33</td>
<td>55</td>
</tr>
<tr>
<td>9:33-9:48</td>
<td>15</td>
</tr>
<tr>
<td>9:51-10:46</td>
<td>55</td>
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<tr>
<td>10:49-11:44</td>
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</tr>
<tr>
<td>11:47-12:42</td>
<td>55</td>
</tr>
<tr>
<td>12:45-1:20</td>
<td>35</td>
</tr>
<tr>
<td>1:23-2:18</td>
<td>55</td>
</tr>
<tr>
<td>2:21-3:13</td>
<td>52</td>
</tr>
</tbody>
</table>

**SCHOOL DOES NOT HAVE EARLY DISMISSAL OR MINIMUM DAY**

3. **INSTRUCTIONAL DAYS AND MINUTES**
J. PROFESSIONAL DEVELOPMENT

1. TEACHER RECRUITMENT

All core subject teachers at OCS will be “highly qualified” as defined under No Child Left Behind. We aim to attract highly qualified, motivated teachers who want to further strengthen their skills and make a dramatic impact on the educational and life trajectory of their students. Teachers are expected to provide a differentiated, hands-on education for all students. The OCS school day balances core instruction of math, language arts, science, and social studies/humanities with field trips, community service, PE, art, gardening, technology, music, and library and all are valued, integral parts of curriculum at OCS. Each available moment of the school day should be dedicated to the enrichment of our students as well as creating and maintaining positive, trust-filled relationships with our students, families, and coworkers.

OCS identifies the credentials and qualifications for any open teaching position and advertises it along with a job description. We then review resumes and a committee of teachers interview likely candidates and observe them teaching a sample lesson. OCS recruits from universities with education credentialing programs, Craig’s List, CCSA website, Edjoin, and the charter school job fair.

2. PROFESSIONAL DEVELOPMENT

OCS professional development goals are both mission driven and achievement data driven. Professional development is delivered by teachers on staff, our Principal, and university partners. Beyond our in-house professional development, individual and small groups of teachers attend trainings and in turn train our other faculty members, including such areas are “All Kinds of Minds, Schools Attuned,” Responsive Classrooms, The Critical Skills Institute and the Teaching American History Project.

At the start of each school year, OCS staff has 5-7 scheduled professional development days to receive formal training and collaborate in planning and implementing the following:

- Responsive Classrooms/Developmental Design, Critical Friends Groups, and conflict resolution strategies
- Common Core State Standards and specific curriculum/pacing guides
- Understanding by Design
- Differentiating learning, Constructivism and Project-Based Learning strategies and planning
- Formative and summative assessments
o Role of the SST, identification of students with special needs, the IEP process, modifications for students with disabilities, available resources (e.g., counseling) for students and families in need
o Collecting, analyzing and using student achievement data to drive classroom instruction
o Health and Safety policies and procedures including emergency protocols, mandated reporter, bloodborne pathogens and first aid/CPR training
o School administrative policies and procedures (attendance reporting, student discipline,
o Teacher evaluations, classroom observations, and professional learning community expectations.

Throughout the OCS school year, 10 pupil-free days are dedicated to professional development and review of student achievement data, and staff members meet Tuesdays after school for professional development and staff meetings from 3:30-5:30. Staff work with school leaders and an experienced teacher mentor to develop curriculum and assessments, review student achievement data (with a focus on subgroup performance), and discuss individual students. OCS also offers a BTSA program through LACOE in which our more experienced teachers mentor our newer teachers. We have monthly Critical Friends Group Protocols in which the teachers come together as a professional learning community to examine student work, lesson or unit plans and give each other supportive and critical feedback. We conduct classroom walkthroughs with all of the teachers each year to support inter-class connection and a through-line of curriculum. Through ongoing classroom observations by mentor teachers, grade level teacher meetings, facilitated discussions around best practices, CFG meetings, analyzing data, and academic planning), teachers continuously collaborate to meet individual, subgroup, grade level and whole school student needs.

Beyond school-wide and grade-level professional development, each teacher is involved in an annual goal-setting, self-reflection and evaluation process with the Principal. In this process, teachers set goals for their own development and set a learning plan for themselves. This is put in writing and signed by both the Principal and teacher. Teachers can have up to three additional personal days to attend Principal-approved trainings in line with either their development goal or the goals of the charter school.

Finally, classroom teachers are encouraged to have a membership and conference attendance in the following types of professional organizations:

- The National Council for Teachers of Mathematics (NCTM)
- The Coalition for Essential Schools (CES)
- The California Charter Schools Association (CCSA)
- The International Reading Association (IRA)
- The National Council for the Social Studies (NCSS)
- The Center for Civic Education
- The Association for Supervision and Curriculum Development (ASCD)
- The National Science Teacher Association (NSTA)

K. MEETING THE NEEDS OF ALL STUDENTS

1. STUDENT SUCCESS TEAM (SST)

Despite the individualized and differentiated nature of our program, additional support may be necessary for some students who are not making appropriate academic progress or who have behavioral challenges. OCS’s Student Success Team (SST) serves to support students in need of assistance. The SST is designed to coordinate the charter school’s resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process is coordinated by the Principal or Assistant
Principal, who schedules meetings and invite appropriate participants (including parents/guardians). All teachers receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development, above.)

When a student has been referred to the SST, the Team will initiate a meeting that includes the student’s parents/guardians, the Principal, the student’s teacher(s), and if appropriate, any consultants(s) to discuss the concerns in an organized, systematic, problem-solving manner and develop specific action steps to address them. The SST process begins by reviewing the student’s work portfolio and clarifying the student’s strengths and other known background information, and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention. Following the implementation of an SST plan, a second meeting is scheduled for follow up four to six weeks later. If concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed.

2. ENGLISH LEARNERS

**ENGLISH LEARNERS**

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

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

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

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

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

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

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27 In the event this process would constitute an inappropriate delay in ensuring a child receives special education services pursuant to a formal evaluation and assessment of a suspected disability, the SST meeting will not be required to take place prior to referral for evaluation/assessment.
Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

a. Process for Identifying ELs

A home language survey (HLS) is distributed to every parent as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey is equitable, comprehensive, and not based on prior assumptions. Students who list a language other than English on any of the questions of the HLS, will be identified as an English Language Learner initially, until their actual language proficiency is determined through the CELDT. Students whose primary language is not English will be assessed using the California English Language Development Test (CELDT/ELPAC) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

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

1. ELD 1: Beginning: The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
2. ELD 2: Early Intermediate: The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
3. ELD 3: Intermediate: The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
4. ELD 4: Early Advanced: The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.
5. ELD 5: Advanced: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Parents are notified of their child’s /ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. Our Community School has multiple other ways for parents to get involved with their ELL students. For example, the school hosts Academic Family Nights for parents to get involved in their children’s learning including one that focuses specially on
bilingual students called the Bilingual Family Conference. Our Community reaches out to parents by sending home translated letters discussing students’ progress and providing tips on how parents can help encourage their children to read and develop their English skills. Parents on the School Site Council track the progress of ELL students as a sub group and research and discuss different ways of supporting and helping ELL students. This group also evaluates whether ELL students have passing grades and will be ready for high school, especially looking at their rates of passing Algebra I in 8th grade. They will prepare an annual report to present to the OCS Board of Directors on ELL progress and support to be submitted in the spring of each year.

b. Educational Program for English Language Acquisition

At OCS, we believe that our students will be most successful with their acquisition of English if all teachers are supporting their language development throughout the day. This provides our students with an effective language development model that has been identified by a strong body of research, teaching language through the content. If the instruction is focused on academic content, then students can acquire English, and develop the knowledge and skills of the different content areas at the same time (Freeman & Freeman, 2007). This model will ensure that students have access to rigorous, grade-level content. Students will receive the EL supports and scaffolds they need to engage in cognitively demanding, yet meaningful learning.

All students are placed in inclusive classrooms that implement ELD and SDAIE strategies. Teachers use modeling, graphic organizers and visuals to support students’ recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Students at the Intermediate level are taught using Academic English skills in reading, writing, listening and speaking to learn content and will benefit most from SDAIE strategies.

Teachers work with EL students through daily reading, writing, and discussion activities to determine each student’s literacy habits and skills. Three relevant themes guide the school’s English Learner support system: (1) the critical role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

After careful review of the student data, Our Community School has put into place supports for EL students who struggle academically, including 1) professional development for teachers in EL learning strategies, 2) an Intervention Specialist who helps make sure all teachers have the information and support they need to best serve our EL students, 3) Small group intervention in reading support and phonics instruction (during reading block) led by teaching assistants trained in GLAD, SDAIE and SIPPS, 4) The Singapore Math program which was designed to be accessible for EL students and 5) Words Their Way in all grades for word study.

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

OCS’s ELD program is aligned with the new California ELD Standards. OCS will continue to utilize the CELDT (aligned to the old standards) until the new ELPAC system is implemented. The program will meet the new state ELD standards by ensuring that EL students have:
• Access to differentiated supports such as push-in and pull-out intervention supports
• Additional support staff to provide targeted intervention for ELD
• Are regularly engaging in debate and academic discourse in the classroom
• Teacher assumes the role of facilitator frequently, allowing students to engage with one another via negotiation, offering and supporting opinions, applying new vocabulary in response to questions or comments.
• EL students will regularly engage with technology to increase the English Language Development of students (i.e., Accelerated Reader, Study Island, and Power My Learning).
• EL students will have frequent opportunities to express themselves in written forms via, essays, research papers, and short answer responses.
• In addition to this EL students will have targeted intervention during the school day and, if the parent consents, afterschool tutoring and Saturday intervention.
• EL students will participate in culminating projects that showcase their written and oral language development.

We will ensure that all staff members are highly qualified and skillful in the best practices of instruction for linguistically diverse students. OCS will hire teachers who are qualified via state-endorsement in teaching the culturally and linguistically diverse, a masters or doctorate degree in teaching the linguistically diverse, or completion of a district-approved training program. Professional development will be focused on language development, second language acquisition, and effective teaching strategies to ensure that content is comprehensible for ELs. In developing their Universal Design for Learning lesson plans teachers will specifically identify the English Language Learners in their class and those learners’ levels. The observation-feedback protocols that will be used by OCS administration will provide teachers with timely feedback, connected to the professional development they receive. School administration will actively participate in all school-based professional development, and will attend district trainings focused on leading effective ELD programs and services.

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

See Section (b) above. OCS will ensure all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards. Teacher professional development will focus developing reading and writing skills of EL students. Strategies to assist EL students in each classroom will include front loading content area vocabulary, using graphic organizers, pairing students with an English proficient student partner, and allowing for 1:1 support with teacher assistants.

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

In order to document progress, all teachers receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the ELD standards by level (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) and span grades K-2, 3-5 and 6-8. Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard. Portfolios are submitted for review three times a year. In addition to ELD folders, a Master Plan folder is created for each student and kept in their cumulative folder. This Master Plan folder documents their EL status, tests taken to date, parental notifications to date, and final reclassification decisions. It also serves as an archive for CELDT/ELPAC Scores and ELD folders from previous levels and years, and benchmark reading levels from previous years. Together with the other information in the Cum it will include all relevant information such as attendance, CST scores and class programs. The master folder for each student is reviewed by the teacher early in the fall semester in order to provide teachers with most
accurate reflection of their student’s progress to date. The goal is for each student to progress by at least one level per year on the CELDT/ELPAC until they are able to be reclassified. The School Site Council will evaluate the effectiveness of the program for EL students school wide annually and they will submit a report to the OCS Board of directors each spring along with their suggestions for further improvements.

f. Process And Specific Criteria For Reclassification

Students scoring Early Advanced (4) or Advanced (5) on the CELDT/ELPAC are considered for possible reclassification. In order to be considered, a student must obtain an overall score of Early Advanced or Advanced. If a student scores below Intermediate on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered to reclassification despite an overall score of Early Intermediate or advanced. Teachers will submit ELD folders and work samples for each student that was administered the CELDT regardless of score.

Annual Review of Student Progress begins mid spring, after CELDT scores become available and just after the second submission of ELD folders and work samples. All student ELD folders will be initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and CELDT scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CST scores for that year. If a student scores Proficient or above on the ELA test, he/she will be officially reclassified, and their file will be updated to reflect R-FEP in that academic year. A student will continue to be monitored for two years after official reclassification.

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

Assessment of the progress of our ELs, as well as all students, is an integral component of the overall instructional plan for OUR COMMUNITY. All ELLs will fully participate in the school-wide assessment plan outlined in this document. Students will be assessed in their language of instruction. As a part of our school-wide data systems, a review of student progress data will occur every six-weeks. During these six-week reviews, the EL population will be disaggregated and analyzed to determine if students are making the gains needed to be academically and linguistically successful. In consultation with the ELL consultant, we will explore additional progress monitoring tools like the CELDT Measure of Developing English Language (MODEL) to determine the best methods to progress monitor student growth in language acquisition and the Aimsweb progress monitoring for EL. An initial goal of a median growth percentile of 70% has been set for CELDT-ACCESS. This goal will be closely monitored using our historical ACCESS data, language acquisition progress monitoring data, student data collected within the various content areas and annual performance goals. We will have an early exit model, as soon as students show proficiency in English they will be redesignated into a mainstream English instructional program.

h. Process for monitoring progress and supports for Long Term English Learners (LTEls)

LTEls will receive dedicated ELD instruction both intervention classes and via online curriculum including sumdog.com in order to develop specific academic vocabulary and language structures. Because the
needs of LTELs are varied, we will work with our Intervention Specialist to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. The Intervention Specialist works closely with the Principal to prioritize resources (e.g. curriculum for ELD instruction) for LTELs. Students and their parents/guardians will be made aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as students’ specific barriers to reclassification and ways to address them.

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

Students at Our Community School are given frequent opportunities to work beyond grade level to their ability. Students can choose challenging books to read, write essays or papers at a more complex level, or lead the development of a research or community service project. Teachers differentiate instruction through their lesson planning, offering support for students that need more help and challenge to those who are ready for more. The Singapore Math program embeds challenging material in each lesson, where the first set of questions are easy and then the questions grow in complexity as the student moves down the page. Advanced students can work through to more challenging problems.

OCS understands that gifted students do not need more of the same type of work but academic challenges that engage them in complex problem solving. We also understand that gifted students also have a range of strengths and weaknesses as every student and so must be challenged to grow in their areas of weakness as well as offer them challenges in their areas of strengths. We challenge gifted students by offering them opportunities to lead, and to develop and share additional projects some examples we have done include: write and produce a short play, make a movie about a science topic, work with a small group on additional challenging math problems, develop a community service and plan how to implement it, plan and teach a lesson on a favorite subject for the class.

Gifted students are identified to teachers so they can make sure that these students have additional challenges and more complex assignments within the context of the regular classroom. We identify gifted students from grades 2 through 8th through teacher recommendation and test scores. OCS will recommend students to be identified gifted students through CAASPP scores or teacher recommendation.

4. **Students Achieving Below Grade Level**

At OCS, we take the challenge seriously as educators to help every student to achieve. Our school motto is “Every child is honored at OCS.” Nowhere is this more important than when working with a student who is below grade level. We find that offering that child opportunities to show their strengths traditionally non-academic areas (public speaking, art or drama) and supporting them in developing their skills in areas where they struggle is the key to success. The following are some specifics methods we use to support students who are low achieving.

All students are monitored closely with benchmark assessments through Data Director, teacher-created assessments and observational records as well as students’ own self-reflection. Bi-annual Student-Led Conferences, bi-annual narrative progress reports and trimester benchmark assessment reports in Math, Reading and Writing provide multiple opportunities for parents to learn about their child’s progress and discuss their child’s learning with the teacher. Students are taught to use rubrics and checklists to self-assess, to set their own goals and be able to explain their progress toward them from the very youngest grades. At Student-Led Conferences, students explain their learning and their progress toward their goals to their parents. This type of student-owned reflection and goal setting help support students to become self-directed learners throughout their lives and future careers.
In addition to after-school tutoring (see above), students who significantly struggle in the areas of Language Arts and Math may be referred for school-day support from our Intervention Specialist. Schedules are created in which specific students may be pulled out of their classroom 1-3 times per week, depending upon their need, and meet with our support teacher for additional help. This help may come in the form of additional phonics instruction, writing assistance, reading fluency practice, or practice in mathematical concepts the general education teacher requests. The time in which students are pulled-out generally is during the time of day in which the rest of their peers are working on the same subject matter and therefore does not impact the opportunity to participate in other curricular areas. The support teacher has a California Multiple Subject Credential.

5. **Socio-Economically Disadvantaged/Low-Income Students**

As a charter school with a very mixed demographic socio-economically, we are sensitive to the needs and strengths of all of our families. Evidence from researchers at the Harvard Civil Rights Project have shown that students from low socio-economic families tend to have better academic success attending schools with close to 50% of students who are in more middle class households. Therefore, in some ways, our school diversity is in itself a support for our students from lower income families.

We provide free and reduced price breakfast and lunch so that all of our students get two healthy meals per day at school. We also take care to offer a student aid fund through our PTSA which can provide confidential financial support for a family who has a need to enable their child to be better able to attend school (e.g., to buy shoes, eyeglasses, pay for a gas bill, etc.). All students are ensured equal access to school activities such as field trips, with expenses covered via fundraising. These supports, combined with a caring atmosphere that instills high academic expectations for all students, regardless of background, has helped OCS to have great success across all economic levels.

6. **Students with Disabilities**

**Students with Disabilities**

**Federal Law Compliance**

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

**Special Education Program**

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

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

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

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

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

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

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

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

- CBEDS (Including Charter Schools)

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

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

- Dropout (Including Charter Schools)

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

- Monthly SESAC and Suspension data (Including Charter Schools)

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

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

7. STUDENTS IN OTHER SUBGROUPS

OCS, as detailed extensively in this petition, emphasizes creating a community of caring, respect and
empowerment. No matter what special needs an individual student may have, he or she is included and
supported in our small school setting. Children residing in foster care, children who are homeless or have
housing instability, children undergoing personal loss or crisis all are nurtured by every stakeholder in our
charter school community so that they can thrive and succeed.

L. A TYPICAL DAY

Each day at OCS offers new possibilities within a safe and supportive learning environment. Our students
eagerly arrive, happy and ready for all that it is offered—a caring community guiding our students to be
empowered, ethical, and informed. Younger students start each day with a warm greeting, a share, an
activity and a message at Morning Meeting, while older students exchange tips on study skills and listen to
a peer presentation about an embarrassing, yet ultimately amusing online exchange she had with a boy.
This OCS tradition invites students to prepare for the day with laughter, sharing, and connection.
Classroom agendas schedule a day filled with learning core academics integrated with art, technology,
physical activity, gardening, and music.

On a typical day, our kindergarten students sing the “Calendar Song”, while our 7th graders share about
their learning from the previous day’s lesson on the parts of a cell. Learning starts with a hands-on activity
to engage and ensure deep understanding then leads into contextual reading, researching, applying and
reflecting. Throughout the day, students work in a variety of settings learnings units of study and topics of
interest and choice. Students become equally capable of independent work as well as navigating the importance of group and peer work in a democratic process.

In a sixth grade class at OCS, students share book projects about a story titled, \textit{Gregor the Overlander}. The students’ unique representations include comic strips, board games, poetry, and a clay storyboard. While in 2\textsuperscript{nd} grade, students prepare for their community service, Snack Shack. They have prepared for this day by growing and harvesting fruits, learning about how a seed develops, while also learning about seed money and how to give change and balance the bank. They are running a business and offering a tasty product to excited customers, their community. These 2\textsuperscript{nd} grade proprietors sell smoothies made from their own garden, accept, count, and change real money for their customers then donate the proceeds to our Panda Pantry, an OCS food pantry that serves our families and local community. In one unit of study culminating on this typical day, students master the skills of gardening and science, math, money and marketing, and serving the community.

In OCS classrooms, students gather daily in a circle for Peaceful Learning Community meetings. These meetings give students an opportunity to share with each other what is working in class and what needs work. Students gather in the quad for recess and lunch, play handball and debate the rules of the game, play soccer on a full size field, and sit on a bench under a shade tree reading voraciously. Bells ring and summons kids back to class. The family at OCSawaits more learning, laughter, and caring. The conflict that didn’t quite get resolved during lunch makes its way to the office. Tears beget open discussion and cleared miscommunications. Students practice and continue to practice resolving conflicts peacefully. For now, they feel better. The issue is resolved. It will arise again until the practice pays off and they no longer need an adult to facilitate. They've learned the skills to speak openly, honestly, respectfully. After lunch, 5\textsuperscript{th} graders continue their book clubs, reading students chosen books based on reading levels at which each member of the club is responsible for a task. 8\textsuperscript{th} graders play Rugby during PE and 3\textsuperscript{rd} graders visit the Cave of Munits and write descriptions of color using the five senses. 4\textsuperscript{th} graders work on Coding in technology class while 1\textsuperscript{st} graders rest and enjoy a read aloud from a Junie B. Jones book.

Our students ready for dismissal, jot homework in a planner and pack up. The boisterous sounds of students ending the school day fill the halls. On a typical day, within each classroom and among our entire OCScommunity, we are a family, making our way together through social and academic challenges and triumphs.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**Measurable Goals of the Educational Program**

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

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

**Standardized Testing**

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

A. **Measurable Goals of the Educational Program**

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

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

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

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

Our Community School believes that assessment is vital to ongoing school success. We use assessment data to evaluate the progress of the school as a whole, to drive instruction, to create differentiated instructional programs for individual students, to communicate with parents about their student’s progress, and to help empower students to self-reflect on their own learning. We believe that multiple assessment measures provide a richer and more in-depth view of each student’s progress.
The performance measures we use include both standardized, on-demand assessments of the various curriculum areas (math, science, literature, social studies, geography, writing), curriculum end of unit assessments and projects, benchmark assessments each trimester from Data Director Riverside Publishing Group, DIBELS, and ongoing student portfolio self-assessments.

Our assessment system is carefully designed to enable us to:

- Assess the progress of each individual child in our curriculum, with particular emphasis on each student’s academic, standards-based achievement
- Evaluate the effectiveness of the charter school program in meeting its objectives, relative to our own standards and compared to schools serving similar students in the district
- Contribute to the continual strengthening of curriculum and instructional processes at the individual, team, and program levels
- Be accountable to students, parents, our community, LAUSD and the state.

Twice a year teachers and the OCS school administrator are asked to analyze the charter school assessment data and choose goals for our own learning. Each grade level team chooses a goal (such as learning more about helping EL students access science content or developing a deeper mastery of the Singapore math program) and then the teachers and the Principal collaboratively define school-wide goals. As noted earlier, our current goals including strengthening differentiated instruction as we implement the Common Core in the context of our project-based learning curriculum. Professional Development resources are then focused on this goal.

**D. DATA ANALYSIS AND REPORTING**

**Annual Review of Schoolwide Data**

OCS uses the annual AYP and API reports, the LAUSD School Performance Framework, annual parent/family and teacher surveys and a summary of the school’s internal benchmark assessment data to look at the whole school’s progress on an annual basis, with a particular focus on grade level and subgroup analysis. Following each trimestral benchmark assessment on Data Director, the Principal gives a detailed analysis of student achievement to the OCS Board; an additional report is made in September after AYP and API reports are released. These reports allow the OCS board to evaluate the school’s overall achievement and also to gauge whether the internal school assessments are a reasonable measure of achievement on the state tests. The Principal also uses schoolwide reports to guide faculty in decision making about adopting new curriculum or making schoolwide changes in pedagogy. The SARC, LCAP, API and AYP reports, as well as the LAUSD Report Card are sent home to parents and posted on the OCS website for the community to access.

**Class, Grade Level and Subgroup Data**

At the start of each OCS school year, returning teachers teaching in grades three and up are given a class report of their students’ achievement on state standardized tests from the previous year. This report gives teachers specific data about the students’ achievement in each strand of the standards assessed, enabling them to measure their own success as teachers based on how the students were able to perform on the tests. The data also helps school administrators assess teacher/class, grade level, subgroup and other data to determine additional training and supports for teachers and potential interventions for specific students. Teachers then collaborate and plan modifications to their curriculum and strategies as needed for the new school year.

Teachers also are provided their new class’s achievement data (as available) broken down by strands, providing them with critical information about each student at the beginning of the year. This information,
along with pre-assessments, initial benchmarks and ongoing formative and summative assessments help teachers track their class’s progress in mastering content standards. At the end of each trimester, teachers receive detailed benchmark assessment reports which are reviewed in teaching teams with the Principal – this data includes subgroup analysis, grade level reports and data about individual students. Teachers then modify instruction based on this achievement data. Teachers may re-teach specific standards where students in their class did not do well, they may redesign curriculum based on the data, they may pull out small groups of students or recommend them for intervention programs if there were a few students who did not do well. Teachers may also see their instructional successes so they can build on these in future years.

E. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Three times a year student profile reports are generated that reveal each student’s achievement on their Benchmark Assessments from Data Director. These are mailed home to parents. Twice-a-year Progress Reports based on the standards and the goals and objectives taught in each subject area are written for each student by the classroom teacher. Students receive a letter grade for achievement of state standards and a progress report that explains the course learning objectives and then the student’s progress toward mastering them in both a checklist and narrative format as parents and students find these very informative. OCS middle school students receive an A-F grade along with the narrative progress report. This report combines Benchmark Assessment data with in class assessments, quizzes and performance tasks scaled by rubrics in a detailed report about each child. Twice a year each student participates in a teacher-family conference. At the conference the student participates in goals setting and then sharing their portfolio. The student has to conduct self-assessment as to their best work and their greatest challenge for the school year at these meetings.

Consistent with our instructional philosophy, portfolios give students opportunities for choice and to show their individual interests and talents. In addition to offering teachers a tool for gauging students’ progress and their strengths and challenges, the portfolio design includes procedures to bring students and parents into the assessment process. By asking students to reflect on their own performance, we empower them to recognize and be responsible for their own learning.

For students who complete the school year and are at risk of falling behind over the summer or have performed at a low level for the year, OCS holds an annual one-month summer school program (half-days) taught by credentialed teachers. If students have completed summer school and are still far below grade level, another possible intervention will be retention. Parents will be informed through SST meetings and in written reports of student progress and the possibility of retention by the end of the second trimester (March). Assessments conducted at the conclusion of summer school will help the school to make the final decision for retention. OCS believes retention can be an effective intervention and has internal student data to show its success at our site. Although parents will be informed throughout the process, the final decision for retention rests with the OCS administration.
Element 4 – Governance

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

General Provisions

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Board of Directors and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the Board of Directors 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 Board of Directors 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 Board of Directors approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

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

Title IX, Section 504, and Uniform Complaint Procedures

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

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

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

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

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

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

Legal and Policy Compliance

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

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

Responding to Inquiries

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

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

Notification of the District

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

Student Records

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records
Our Community School's governance structure is set up to support the school's overall mission and vision with all stakeholders being involved on all levels of school governance.

A. **NON-PROFIT PUBLIC BENEFIT CORPORATION**

Our Community School is a 501(c)(3) non-profit public benefit corporation acting as a direct-funded independent charter school. OCS shall be accountable to its chartering agency for its outcomes in accordance with the California State Charter Schools Act.

Attached, in Tab 3, please find the OCS Articles of Incorporation, Corporate Bylaws, and Conflicts of Interest Code.

B. **ORGANIZATIONAL STRUCTURE**

OCS’ structure has been designed to ensure collaboration, stakeholder involvement, and effective governance and management practices throughout the operations of the Charter School. Details about specific roles and responsibilities are included in the following sections and Element 5.

The following illustrates our Organizational Structure:

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C. **BOARD OF DIRECTORS**
OCS is governed by Our Community School’s Board of Directors, who will maintain active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

Originally formed prior to the original founding of OCS, in accordance with its Bylaws the Board shall at all times have a minimum of seven (7) and no more than fifteen (15) directors. Each director serves for a two-year term unless otherwise removed; Board terms are renewable on mutual consent of the Director and the Board. Directors will be seated on the Board based on their experience, qualifications and commitment to the mission and vision of Our Community School. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, and more. Proposed candidates for the Board can be nominated by any member of the community; election to the Board requires a simple majority of current Board members. Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board’s designated number of directors.

Pursuant to California Education Code § 47604(b), the charter authorizer may, at its discretion, appoint a representative to OCS’s Board. If the District chooses to do so, OCS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, OCS will comply with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act.

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

Full resumes and Board Questionnaires for each Board member are included in Tab7.

1. BOARD MEETINGS AND DUTIES

The Our Community School Board meets at least monthly during the school year. Additional meetings may be called as necessary. All meetings will be held in accordance with the Brown Act. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school and at the entrance of the Charter School’s main office for public viewing at least 72 hours in advance of scheduled meetings; meeting notices also will be sent to LAUSD’s Charter Schools Division via facsimile. Notices for regular meetings will be posted on the school’s website, published in the monthly newsletter to parents, and posted in the main office of the Charter School at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the OCS’s monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. In accordance with the Bylaws, minutes of each meeting will be kept in the Board Book located in the corporate records in the main office of the school and available for review by the public.

As previously stated, OCS shall comply with the Brown Act. OCS has adopted a conflicts of interest policy that complies with the Political Reform Act, Government Code 1090, the Corporations Code and District
policies regarding conflicts of interest. The Board attends an annual in-service for the purposes of training
individual board members on their responsibilities, specifically including Conflicts of Interest and the
Brown Act.

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

- Ensure OCS meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Principal;
- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve all contractual agreements in excess of $5000.00;
- Approve and monitor the Charter School’s annual budget, budget revisions, and monthly cash flow
  statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the
  Charter School in accordance with applicable laws and the receipt of grants and donations
  consistent with the mission of OCS;
- Contract with an external independent audit to produce an annual financial audit according to
  generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support the Charter School
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to
  the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel to take action on recommended student expulsions.

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

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it
and may delegate to an employee of OCS any of those duties with the exception of budget approval or
revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board
however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such
delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on
  the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

D. **PRINCIPAL**
The Principal serves as the operational and educational leader of the Charter School, responsible for implementing programs, policies and procedures to realize OCS’s mission and vision. The Principal is responsible for providing instructional leadership in hiring, training, and evaluating highly qualified teachers and other instructional and support staff. (See full job description in Element 5, below.)

E. PARENT INVOLVEMENT IN DECISION-MAKING

Parents are considered integral to the effective governance of the Charter School, including via parent representation on the Board of Directors. In addition, parents are involved in decision-making in regard to the overall OCS program via the School Site Council, a group of ten parent-elected leaders who advise the Principal on various expenditures, make recommendations about such issues as enrichments, after-school, and other student and family concerns on campus and more. Teachers similarly have elected representatives on the School Site Council who represent their interests. The Council meets at least once monthly during the school year.

Parent involvement in the Charter School is also reflected in our very active parent/family support organization, Panda Partners, open to all OCS families. Our Panda Partners volunteer organization divides its efforts into three main committees: Outreach, Community, and Service. The Outreach Committee oversees initiatives such as managing the on-site Panda Pantry which helps some students in need to go home with some nutritious food for over the weekends as well as outreach programs to benefit the local community. The Community Committee oversees events that help foster the connection between the Charter School, parents and students, including Panda Café, Pizza Friday, Staff Appreciation Luncheon and more. The Service Committee coordinates service and assistance to OCS both in the classrooms and throughout the campus. This committee works with room parents to ensure good communication with teachers and parents. It also helps to organize volunteers to assist with school-led fundraisers. In 2013-14, 71% of our parents volunteered in some capacity for the 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 and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**A. QUALIFICATIONS OF EMPLOYEES**

OCS staff will be required to demonstrate ability to be personable, work cooperatively with co-workers and an enthusiasm for working with children. OCS will require that each employee (paid or volunteer) of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. T.B. clearance and fingerprinting also shall be required for all employees, both classified and certified personnel. Employees must successfully clear these requirements prior to working at the Charter School. OCS instructional staff must have ample experience in working with and a thorough understanding of education and children. Along with these skills, the following are minimum qualifications for each staff position:

**Principal**
- Administrative Credential/Advanced Degree in Education preferred and/or Teaching Credential
- 4 – 6 years of school administration experience
- Demonstrated leadership in curriculum design and implementation
- 4- 6 years of mentor teaching experience
- Experience with business, budgets, facilities management and scheduling
- Experience with overseeing, hiring, evaluating and working with staff
- Organizational, leadership and office management skills
Assistant Principal
- Administrative Credential/Advanced Degree in Education preferred and/or Teaching Credential
- 2-4 years of school administration
- Minimum 6 years of experience in working with children
- Ability to effectively work with all staff members, parents, and students
- Experience with scheduling and office management skills
- Knowledge of special education management and implementation

Elementary Teachers
- Bachelor’s Degree
- Valid Preliminary Multiple Subject Teaching Credential, compliant with all N.C.L.B. regulations
- Three years of teaching experience is required for teachers to mentor student-teachers in credential programs of any kind

Middle School Teachers
- Bachelor’s Degree
- Valid Multiple Subject Teaching Credential, N.C.L.B. highly qualified for teachers teaching Core classes or self-contained classes.
- Or a single subject credential NCLB highly qualified
- Three years of teaching experience is required for teachers to mentor student-teachers in credential programs of any kind

Teacher’s Assistants
- An associate’s degree or completed two years of college
- A minimum of six units in child development (12+ units preferred)
- Experience or demonstrated potential in working with students
- Meet NCLB highly qualified criteria

Director of Operations
- Advanced skills in computer and business machines operations
- Understanding and experience with scheduling
- Ability to schedule and oversee facility operations projects and tasks
- Organizational, leadership and office management skills
- Skill in the areas of business accounting, reporting, and management
- Experience in the field of education preferred (e.g., previous work in a school setting or for an education-related non-profit)
- Experience in working with students, parents, families and community members
- Personable

Office/Clerical Personnel
- Experience with basic office procedures (record keeping, Microsoft Office Suite, time management, and bookkeeping)
- Ability to efficiently learn and use computer programs for inputting and tracking student data
- Experience or demonstrate potential in working with students, parents, families and community members

Plant Management/Custodial Staff
- Experience in overseeing facilities and equipment maintenance; ability to meet the physical requirements of the job; pleasant demeanor.
B. **KEY JOB DESCRIPTIONS**

Highly qualified teachers will be required to have prior educational experience (i.e. teaching, paraprofessional, child development center, or school volunteer), where the work experience is found beneficial to education.

**Teachers (Certificated Personnel)**

- Provide a quality, enriched, and powerful curriculum for the students enrolled in their class
- Demonstrate strong content knowledge in the subject areas they will teach
- Provide an effective room environment, which reflects and facilitates the learning process and incorporates intrinsically motivating activities
- Help students regulate their own behavior and develop problem-solving skills, while remaining respectful and interested in the child’s well being, at all times
- Provide continual assessment of student progress and maintain records, while continually evaluating class performance and modifying the environment and/or curriculum to meet the changing needs of students
- Keep portfolios and observation evaluations on all students and fill out progress reports each trimester
- Actively strive for continuous and open communication with parents and hold parent teacher conferences twice per year for mutual sharing on the child’s growth and progress at Charter School and home
- Provide opportunities for peer assistance to fellow teachers and actively participating in team meetings
- Participate in-service staff development meetings and outside workshop to continue to grow professionally
- Keep regular and punctual attendance
- Demonstrate a commitment to Our Community School’s philosophy and process
- Be an active participant in at least one committee

**Principal**

- Oversee the business practices of the Charter School and attract new resources
- Oversee classroom management in collaboration with the assistant principal to ensure appropriate and instructive student discipline is in place
- Supervise all staff members
- Provide opportunities for professional growth
- Spend 3 - 5 hours per week in the classrooms
- Keep regular and punctual attendance
- Oversee the Charter School-operating budget, authorize spontaneous and ongoing daily expenses as necessary and maintain robust fiscal vitality
- Demonstrate a thorough commitment to Our Community School’s philosophy and process
- Provide direct oversight of the instructional program
- Set up and oversee the in-service staff development program
- Oversee and facilitate staff team meetings
- Supervise staff and conduct regular and additionally necessary staff evaluations
- Assist with the planning and coordination of parent and teacher workshops and conferences for the Charter School and surrounding community to attend
- Serve on at least one standing committee
- Facilitate communication among staff, parents, and community

**Assistant Principal**
- Assist the principal with above duties where applicable
- Provide support to principal and staff in the area classroom management and student conflict resolution to ensure appropriate and instructive student discipline is in place
- Keep regular and punctual attendance
- Obtain information and make staff aware of upcoming workshops, seminars and conferences, which would prove beneficial to attend
- Assist with the planning and coordination of parent and teacher workshops and conferences for the Charter School and surrounding community to attend
- Oversee and provide training to the assistant teachers in the areas of conflict resolution and child development
- Oversee staff scheduling and substitute staff
- Provide leadership to the staff selection committee for recruiting and hiring new teachers and staff
- Oversee special education, tutoring, and all other intervention programs
- Oversee state standardized testing and all other assessment strategies implemented in our program
- Facilitate communication among staff, parents and community

**Director of Operations**
- Assist the principal and assistant principal
- Oversee office personnel and ensure the office is running efficiently
- Perform daily accounting and maintain financial records in alignment with the budget,
- Answer telephones
- Communicate with parents regarding financial commitments (ie: lunch program details, donations made, etc),
- Keep files updated and organized
- Gather student data for funding reports and applications
- Perform compliance checks
- Oversee facility operations and maintenance issues
- Order and keep inventory of Charter School supplies
- Administer first aid as necessary

**Other Personnel**
Teacher Assistants who have a minimum of 60 units undergraduate will assist with instruction and other classroom duties including providing small group support and tutoring, and supervision on yard.

**Clerical staff**
- Will assist school leaders and instructional staff in administrative functions of the school including, but not limited to: Assisting with enrolling students, assisting with attendance, SpEd, bookkeeping/invoices, and other reporting and recordkeeping functions, filing, typing and other clerical duties, answering telephones and greeting visitors, administer first aid when necessary.
Plant Manager/Custodial Staff

- Responsible for upkeep of facility including basic maintenance; campus-wide and classroom cleaning, trash removal, sanitizing common areas such as bathrooms.

C. HIRING PROCESS

At Our Community School, all staff shall be selected by an open, objective and competitive process. OCS shall screen applicants for basic criteria, namely: credentials, team teaching ability/experience, years of experience, area of academic expertise. A staff selection committee (SSC), made up of administration, teachers, board members and parents recruits and hires staff. Candidates are asked to do the following:

- Submit a resume for review
- Participate in an initial interview with the OCS administrators
- Prepare and present a one hour lesson to one of our classes (teachers and members of our SSC observe), followed by a short informal interview with SSC members
- A formal interview with a majority of the SSC and all directors

Our Community School shall select its own staff.

Our Community School staff shall consist of persons who are committed to Our Community School philosophy.

The hiring process shall include:

1) Interviewing and collecting from applicants:
   - Resume
   - All relevant test results
   - Certified and sealed college transcript
   - References
   - Records of experiences
   - Credentials, licenses, etc.
2) Verifying previous employment
3) Selecting top candidate
4) Attaining a medical clearance and proof of medical exam and TB testing
5) Ensuring applicant submits fingerprints to the Department of Justice for criminal record check
Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

**SAFE PLACE TO LEARN ACT**

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

A. **CUSTODIAN(S) OF RECORDS**

In accordance with California Department of Justice requirements, the Principal serves as the Custodian of Records.

B. **STUDENT HEALTH AND WELLNESS**

Our Community School is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting healthy eating, and overall physical and emotional health. At Our Community School, the following practices are implemented to ensure our students’ health and wellness:

- OCS will engage students, parents, teachers, food service professionals, health professionals, and other community members in developing, implementing, monitoring, and reviewing the nutrition, physical activity policies, and social-emotional health of our students.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- OCS food vendor will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- OCS will participate in appropriate and available federal school meal programs (including the School Breakfast Program, National School Lunch Program).
- OCS will provide nutrition education and physical education to 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.
- OCS outdoor garden will be used as an outdoor classroom to develop student understanding of the source of foods and the importance of healthy food choices.
- OCS implements a low to no sugar policy in which products with no more than 15 grams of sugar are allowed at Charter. Charter School events are limited to few sugary snacks.
- OCS Kids Dash fundraiser incorporates running and building cardiovascular endurance.
- OCS conducts regular health, vision, hearing, and scoliosis screenings.
- Professionals present to students in the areas of: dental health, cold-flu hygiene, puberty and adolescence courses, and drug awareness.
- Counseling services are provided for all students in need of additional social and emotional health support.
Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

FEDERAL PROGRAM COMPLIANCE

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

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
 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.

A. OUTREACH

Our Community School embraces the idea of racial and ethnic diversity and strives to maintain a racial and ethnic balance that is reflective of the general population in the school district and achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. In order to achieve this goal/ratio, we conduct a comprehensive outreach program to attract a diverse population of students. Methods for outreach include but are not limited to: direct mail campaigns, website presence, and speaking at local Head Start or Boys and Girls Club organizations meetings. Currently we publish outreach materials in English and Spanish, though parent volunteers are utilized as needed to engage in meaningful outreach in other languages, including Russian, Tagalog, Korean and more.

We find that families tell each other about their positive experience at OCS and that enables us to maintain a consistently diverse student enrollment. OCS conducts monthly tours for perspective families and invites such families to annual Open House events. The Charter School mails out fliers (in English and Spanish) to the local community based on a list for the zip code of families with students who have school age children, targeting low-income areas of the community with these mailers. These fliers include information on our instructional program, our school culture, enrichment and other activities and more. The Charter School offers tours on site and school staff and volunteers speak at Head Start programs or other local preschools so families of diverse background have the opportunity to learn about OCS. The school maintains an updated website and be accessible through various search engines on the Internet. Through our school’s membership in local organizations such as Rotary, the Chamber of Commerce, and Kiwanis, we reach a broad dissemination of community service organizations, employers and business people in the community. The local newspaper, Chatsworth Patch, publishes information and stories about school as do other neighborhood media such as Community Connections.
Element 8 – Admission Requirements

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

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

NON-DISCRIMINATION

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

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

A. ADMISSION REQUIREMENTS

As a charter school, OCS is a school of choice. OCS shall admit all pupils who wish to attend the Charter School (EducationCodeSection47605(d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by randompublicdrawinginaccordancewithEducationCode§47605(d)(2).EnrollmenttotheCharter School shall be open to any resident of the State of California. Admission to OCS will not be determined according to the place of residence of the pupil or his/her parent.

If the number of students who OCS to attend the school exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements such as those applicable to federally funded grant programs. In accordance with applicable law and federal guidance, the following groups of students will be exempted from the lottery:

- Students who are currently enrolled
- Siblings of admitted students
• Children of Founding Parents, teachers and staff, with a total among these groups not to exceed 10% of total enrollment, in accordance with District policy on Founding Parents. OCS will comply with the District’s policy regarding Founding Parents.

In addition to the foregoing, in the event a lottery is conducted to determine admission, preference will be given first to residents of the District, as required by applicable law. Additional preference will be given to students who are English Learners and to students whose families qualify for Free and Reduced Price Lunch (FRPL), as part of OCS’s efforts to ensure a diverse student body. At all times, the assignment of exemptions and preferences and the administration of the lottery will follow all applicable federal, state and district laws, policies and guidance. No other admissions exemptions or preferences will be assigned. The Our Community School Board may review and revise this preference policy as necessary for the wellbeing of the Charter School, and, as needed seek District approval for any changes.

B. ADMISSION PROCESS AND ENROLLMENT TIMELINE

Families must submit a Lottery Application Form during the open enrollment period that includes the student’s name, entering grade level, birthday, and contact information for the family in order to be eligible for enrollment. A copy of the Lottery Application Form and post-lottery Enrollment Form may be found in Tab 5. Application materials are available in English and Spanish though, as noted earlier, our families who speak other languages engage in outreach to their peers and assist with translation in other languages (Russian, Korean, etc.). The enrollment period will be advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings/tours for parents, and announced on the Charter School’s website. OCS also will attempt to advertise through local media as OCS’s budget permits.

Open enrollment will commence each fall and run through the proscribed Lottery Application deadline (for 2015, this deadline is March 6, 2015 for Kindergarten and April 24, 2015 for 1st-8th grades. These deadlines are widely publicized (including on all application materials). All interested families will be required to submit a completed Lottery Application Form directly to the Charter School before 4:00 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the Charter School. Submitted Lottery Application Forms will be date- and time-stamped.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline, the school will hold a single public random lottery to determine enrollment for the impacted grade level(s). In the event that the Charter School has not received sufficient enrollment forms to fill to capacity, students will be admitted on a first come, first served basis.

C. PUBLIC RANDOM DRAWING PROCEDURES

29 Families will be asked to self-report their in-district status (home address), child’s English Learner status, FRPL qualification for purposes of the Lottery. If, at the time of Enrollment, it is determined that information has been reported incorrectly, the child will be placed at the end of the waiting list and not given priority enrollment.
As stated, should the number of pupils who wish to attend the Charter School exceed the school’s capacity, then admission will be determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, and the OCS website. Public notice will be posted at Charter School entrances regarding the date and time of the public drawing; this information will be included on the Charter School’s website as well. The lottery will be conducted in March or April each year. The lottery will be conducted at OCS, at a time that is convenient for a majority of interested parties and will be open to the public. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

The Principal or his/her designee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. Lottery Application Forms and records of the drawing (order in which names were drawn, applicable exemptions and priorities, etc.) will be kept and available for District inspection upon request.

Students who are offered a space through the lottery will be notified in writing via mail within two weeks’ of the lottery and will have two weeks to complete and return the enrollment packet in person or via mail in order to secure their spot. After the required open number of spaces have been filled all remaining applicants are placed on the “Wait List” in the order in which their number was pulled in the lottery.

D. WAIT LIST

The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted by phone and/or email in the order of the wait list by the Office Manager and typically will be given 48 hours to decide whether or not to accept a space at the Charter School, indicating acceptance by completing the Enrollment Packet and providing it to the Office Manager. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the traditional school year for which the student applied. Applications do not roll over from year to year; applicants must reapply for enrollment annually if the Charter School is unable to offer them admission.
Element 9 – Annual Financial Audits

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

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

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

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

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

A. **ANNUAL AUDIT PROCEDURES**

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

**Procedures:**
- The Board of Directors will appoint an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved auditors by March 1 of each year, unless the existing contract is a multi-year contract.
- The Principal, Director of Operations and back-office services provider work with the audit firm to provide the information they need.
- The Principal and Audit Committee will be responsible for reviewing the results of the annual audit, identifying any deficiencies, findings, material weaknesses, or audit exceptions noted by the auditor and report them to the OCS Board with a recommendation on how to resolve them.
- The Board of Directors will review and approve the audit no later than December 15.
- The Director of Operations will be responsible for submitting the audit to all reporting agencies no later than December 15.
Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s Board of Directors 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 Board of Directors 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 Board of Directors shall readmit the pupil, unless Charter School’s Board of Directors 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 Board of Directors, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

**A. DISCIPLINE POLICY**

OCS strives to develop and maintain a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. Expectations for appropriate behavior are clearly articulated to students and families during orientation meetings and will be provided as written policy in a Family Handbook.

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there are school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school’s rules will have consequences for their behavior. Consequences may include, but are not limited to:

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

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. OCS’s discipline policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Family Handbook which is sent to each student at the beginning of the school year. The principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to Charter School property.

Suspended or expelled students shall be excluded from all Charter School and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Any student who engages in repeated violations, defined as three or more, of the Charter School’s behavioral expectations, or a single severe infraction (aggression with an intent to hurt, weapon, drugs), will be required to attend a meeting with the Charter School’s staff (Principal, school counselor, special education and general education teachers, school psychologist) and the student’s parents. The Charter School will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

OCS is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 except for willful defiance, as related to school activity or school attendance that occurs at any time including, but not limited to:

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

B. **CAUSE FOR SUSPENSION AND EXPULSION**

OCS’s Principal bears primary responsibility for overseeing all student discipline. The Principal has the authority to suspend students.

*Mandatory Expulsion/Suspension*: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

- causing serious physical injury to another person
- brandishing a knife
- possession, selling, or furnishing of a firearm, explosive, or other dangerous object
- robbery or extortion
- offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant taken with an intent to get high
- committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)
- Assault or battery upon any school employee.
- Violation of the Federal Guns Free School Act
Discretionary Expulsion/Suspension: In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, etc.
- 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.
- 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 responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator’s or designee’s concurrence.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property.
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Education Code Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

C. PROCESS FOR SUSPENSION AND/OR EXPULSION

Informal Conference
Suspension shall be preceded by an informal conference conducted by the Principal and/or Assistant Principal, with the student and the student’s parents. The conference may be omitted if the Principal and/or Assistant Principal determine that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted with the principal as soon as practicable.
Notice to Parents
Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student’s suspension, the Principal/Assistant Principal shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to Charter School.

Determination of Length of Suspension
The length of the suspension will be determined by the Principal and/or Assistant Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation (Principal) has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from Charter School shall not exceed a total of 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

The primary classroom teacher (K-5) or advisory teacher (6-8) of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student’s parents via email and all needed materials will be left in the front office to be picked up by a parent or guardian. The suspended student will be permitted to make up homework, class assignments, and missed tests upon return to the classroom setting and within one week of the suspension.

Recommendations for Expulsion
If the Principal and/or Assistant Principal recommend expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal/Assistant Principal upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Principal and/or Assistant Principal find that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Expulsion Hearing
Students recommended for expulsion will be entitled to a hearing, if requested, to determine whether or not the student should be expelled. The hearing will be held, if requested, within 30 days from the date of the
recommended expulsion, after the Principal and/or Assistant Principal determines that an act subject to expulsion has occurred. The Principal will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel.

The hearing will be presided over by an Administrative Panel appointed by the OCS Board of Directors, and led by an administrator from another charter school. The Administrative Panel will consist of at least three members who are certificated; no teacher of the pupil or Board member from the Charter School’s governing board will serve on the Administrative Panel. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the Administrative Panel to summarize the evidence adduced at the hearing by the to substantiate the expulsion decision.

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing and will include the Findings of Fact. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

The Principal/Assistant Principal, following a decision of the Administrative Panel to expel, shall send written notice of expulsion to the pupil or parent/guardian no later than 2 business days. This notice will include the following:

- The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with OCS.
- Reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures/protocol

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: a) The student’s name b) The specific expellable offense(s) committed by the student.

D. APPEAL OF SUSPENSION OR EXPULSION

Suspension Appeal

At the time the parent/guardians informed of the decision to suspend, information is provided about their right to appeal a suspension, along with information about the appeal process. To initiate an appeal, the student or parent or guardian must contact the Board President in writing within three days of the date of the suspension. The Board President or his/her designee will gather information from the Principal/Assistant Principal, student, parent or guardian to determine whether or not the
Principal/Assistant Principal suspended the student properly and followed all applicable procedures. The Board President will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. Based on the information submitted or requested, the Board President may make one of the following decisions regarding the suspension.

1. Up hold the suspension
2. Uphold the suspension but clear the student’s record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
3. Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Board President will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also emailed to the school Principal.

Expulsion Appeal
A parent can appeal the expulsion decision within 10 days in writing to the OCS Board of Directors President. An appeal of an expulsion decision will be reviewed by the full Board of Directors. An appeal hearing will be held within 15 working days of the parent’s written request.

In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. OCS will strive to schedule the hearing to accommodate the parents’ presence. The Board of Directors will make a decision regarding the expulsion within 5 days of the appeals hearing. The decision of the Board of Directors is final.

Based on the information submitted or requested, the Board may make one of the following decisions regarding the expulsion:

1. Uphold the expulsion
2. Determine that the expulsion was not within the school’s guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the expulsion will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Board of Directors’ President will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also given to the OCS Principal.
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).

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and the Our Community School will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. OCS will continue participation in STRS for the duration of the charter term. Our Community School will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Social Security payments will be contributed for all qualifying non-STRS members. The Our Community School Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time classified employees who are eligible will be covered by a 403b retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. The principal will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.
Element 12 – Public School Attendance Alternatives

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

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

As a school of choice, OCS does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process by sharing district literature such as the Choices brochure.
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 Board of Directors members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

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

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

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

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

       Principal
       Our Community School
       10045 Jumilla Ave
       Chatsworth CA 91311

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

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a
dfinal 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.”

REVOCATION OF THE CHARTER

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

- Charter School committed a material violation of any of the conditions, standards, or
  procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal
  mismanagement.

- Charter School violated any provision of law.

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

**Designation of Responsible Person(s) and Funding of Closure**

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

**Notification of Closure Action**

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

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

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

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

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

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

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

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

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

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.
School and Student Records Retention and Transfer
Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

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

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

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

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

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

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

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

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

Financial Close-Out
After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.
Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

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

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

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

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

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

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

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

**Disposition of Liabilities and Assets**

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District, subject to the terms and conditions of any other agreement between OCS and LAUSD, including facilities agreements. 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 Board of Directors to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

- Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:
  a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
  b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
  c. Make final federal tax payments (employee taxes, etc.)
  d. File its final withholding tax return (Treasury Form 165).
  e. File its final return with the IRS (Form 990 and Schedule).
This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Additional Provisions

**FACILITIES**

**Non-District-Owned Facilities**

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

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

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

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

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.
It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

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

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

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

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

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

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

7. **Employment Practices Legal Liability coverage** with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

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

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

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

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

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

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

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.
Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

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

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

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

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

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

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

DISTRICT REQUIRED LANGUAGE (DRL) ADDENDUM

Assurances and Affirmations

Our Community School (also referred to herein as “OCS” and “Charter School”) shall:

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


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

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


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

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

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

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

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

Element 1 – The Educational Program

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

**Modified Consent Decree Requirements**

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

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

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

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

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

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

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

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

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

Element 2 – Measurable Pupil Outcomes and

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

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

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.
Element 4 – Governance

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

**GENERAL PROVISIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

**RESPONDING TO INQUIRIES**

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

**Element 5 – Employee Qualifications**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

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

**Element 6 – Health and Safety Procedures**

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

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

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.
Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

FEDERAL PROGRAM COMPLIANCE

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

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
• Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

Element 8 – Admission Requirements

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

McKinney-Vento Homeless Assistance Act

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

**NON-Discrimination**

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

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

**Element 9 – Annual Financial Audits**

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

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

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

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to school’s Calendar
r. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

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

s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District
Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

[NOTE: No District Required Language is being provided for inclusion in this element.]

Element 12 – Public School Attendance Alternatives

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

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

Element 13 – Rights of District Employees
“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

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

Element 14 – Mandatory Dispute Resolution

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

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

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

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

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

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

  Director/Principal
  Charter School
  [See Element 14]
6) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

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Element 15 – Exclusive Public School Employer

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

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EEERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EEERA, 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).

REVOCAION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

5. The effective date of the school closure
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students’ school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure
4. The location of student and personnel records

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

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the school closure
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.
**School and Student Records Retention and Transfer**
Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

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

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

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

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

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

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

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

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

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

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

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

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

6. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  i. File its final withholding tax return (Treasury Form 165).
j. File its final return with the IRS (Form 990 and Schedule).

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

Additional Provisions

**FACILITIES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Non-District-Owned Facilities**

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

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

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

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

**INSURANCE**

**Insurance Requirements**

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

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

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

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

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

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

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

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

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

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

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”
Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

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

FISCAL MATTERS

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

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

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

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

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

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

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

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

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

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

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

DISTRICT REQUIRED LANGUAGE (DRL) ADDENDUM

Assurances and Affirmations

PUC Lakeview Charter High School (also referred to herein as “PUC LCHS” and “Charter School”) shall:

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


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

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


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

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

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

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

**Element 1 – The Educational Program**

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

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

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

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

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

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

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

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

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

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

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

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

- **CBEDS (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year

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

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

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

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

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.
Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

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

**LEGAL AND POLICY COMPLIANCE**

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

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

**RESPONDING TO INQUIRIES**

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

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

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

**SAFE PLACE TO LEARN ACT**

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

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

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

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

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

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

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

Element 8 – Admission Requirements

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

McKinney-Vento Homeless Assistance Act

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

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

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

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

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

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

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

**Students with Disabilities**

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

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

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

**Notification of the District**

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

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

**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

**Element 11 – Employee Retirement Systems**

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

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School Attendance Alternatives**

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

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

**Element 13 – Rights of District Employees**

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

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

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

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

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

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

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

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

Director/Principal  
Charter School  
[See Element 14]

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

**Element 15 – Exclusive Public School Employer**

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

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

**Element 16 – Charter School Closure Procedures**

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

**Revocation of the Charter**

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

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

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

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

**CLOSURE ACTION**

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

**CLOSURE PROCEDURES**

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

**Designation of Responsible Person(s) and Funding of Closure**

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

**Notification of Closure Action**

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

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

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

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

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

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

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

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

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

1. The effective date of the school closure

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

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

**School and Student Records Retention and Transfer**

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

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

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

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

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

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

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

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

**Financial Close-Out**

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

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

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

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FACILITIES

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

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

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

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

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

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).
The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

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

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

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

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

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

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**

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

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

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
(i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

**Non-District-Owned Facilities**

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

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

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

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

**INSURANCE**

**Insurance Requirements**

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

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

The following insurance policies are required:

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

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

3. **Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.**
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

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

14. 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.

15. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

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

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

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

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

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

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

**FISCAL MATTERS**

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

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

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

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

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

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

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

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

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

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

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