PRIME School

Charter Petition for a Five-Year Term
(July 1, 2018 – June 30, 2023)

Los Angeles Unified School District
Submitted September 13, 2017
# TABLE OF CONTENTS

Table of Contents .................................................................................................................. i

Assurances, Affirmations and declarations ............................................................................. 1

Element 1: The Educational Program ...................................................................................... 3

   A. GENERAL INFORMATION .................................................................................. 7

   General Information Table ....................................................................................... 7

   B. COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL .................................. 8

   Target Community/Neighborhood to be Served ....................................................... 8

   How PRIME Will Meet Community Need ............................................................... 16

   C. STUDENT POPULATION TO BE SERVED ............................................................ 18

   Target Student Population ...................................................................................... 18

   Enrollment Plan ....................................................................................................... 19

   D. GOALS AND PHILOSOPHY .............................................................................. 19

   Mission and Vision .................................................................................................. 19

   An Educated Person in the 21st Century ..................................................................... 19

   How Learning Best Occurs ..................................................................................... 23

   Goals For Enabling Pupils To Become And Remain Self-Motivated, Competent, And Lifelong
   Learners .................................................................................................................. 28

   The Requirements Of Education Code § 47605(B)(5)(A)(ii) ....................................... 29

   E. INSTRUCTIONAL DESIGN ................................................................................. 39

   Curricular and Instructional Design of The Educational Program: Key Educational Theories and
   Research ..................................................................................................................... 39

   F. CURRICULUM AND INSTRUCTION .................................................................. 52

   Curriculum/Key Features By Subject Area .................................................................. 52

   Innovative Components of the Instructional Program ................................................. 84

   Intervention and Enrichment Programs ..................................................................... 85

   Curricular and Instructional Materials ....................................................................... 85

   Comprehensive Course List ...................................................................................... 86

   Instructional Methods and Strategies ......................................................................... 88

   How The School’s Instructional Methodologies And Curriculum Will Ensure Student Mastery Of
   The California CCSS And Other State Content Standards ....................................... 91

   How The Instructional Program Will Support Student Development Of Technology-Related Skills
   And Student Use Of Technology ............................................................................ 91

   Western Association of Schools And Colleges (WASC) Accreditation ......................... 91

   Graduation Requirements ....................................................................................... 91

   Credit recovery opportunities .................................................................................. 93
Ensuring transfer students can meet graduation and college entrance requirements................................................. 93
Informing Parents, Including Parents With Limited English, About Course Transferability And College Entrance Requirements ........................................................................................................... 93
Academic Calendar and Schedules ................................................................................................................................. 94
G. TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT ......................................................................... 99
   1. Teacher Recruitment .............................................................................................................................................. 99
   2. Professional Development ................................................................................................................................. 99
H. MEETING THE NEEDS OF ALL STUDENTS ....................................................................................................................... 101
   1. Student Success Team (SST) ............................................................................................................................ 101
   English Learners (EL) ................................................................................................................................................. 102
   Gifted and Talented Students and Students Achieving Above Grade Level ....................................................... 110
   Students Achieving Below Grade Level ..................................................................................................................... 111
   Socio-Economically Disadvantaged Students ............................................................................................................ 112
   Students with Disabilities .......................................................................................................................................... 113
   Students in Other Subgroups ..................................................................................................................................... 113
I. “A TYPICAL DAY” ...................................................................................................................................................... 114
Element 2: Measurable Pupil Outcomes AND Element 3: Method by which Pupil Progress Toward Outcomes will be Measured ........................................................................................................... 117
   A. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM .................................................................................. 117
   B. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS ........................................... 117
   C. MEASURING PUPIL PROGRESS TOWARDS OUTCOMES: FORMATIVE ASSESSMENT’ ............................................. 118
   D. DATA ANALYSIS AND REPORTING ..................................................................................................................... 122
   E. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION ........................................................................ 124
Element 4: Governance .................................................................................................................................................. 126
   A. GOVERNANCE STRUCTURE .................................................................................................................................. 129
      1. Organizational Chart ............................................................................................................................................ 129
      2. Major roles and responsibilities ........................................................................................................................... 130
   B. GOVERNING BOARD COMPOSITION AND MEMBER SELECTIon ............................................................................ 131
   C. GOVERNANCE PROCEDURES AND OPERATIONS .............................................................................................. 131
   D. STAKEHOLDER INVOLVEMENT ........................................................................................................................... 133
Element 5: Employee Qualifications .......................................................................................................................... 135
   A. EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES .................................................................................... 136
      Co-CEO/Principals .................................................................................................................................................... 136
      Assistant Principals .................................................................................................................................................. 137
      Dean of Students ..................................................................................................................................................... 139
Element 6: Health and Safety Procedures ................................................................. 149
  A. CUSTODIAN(S) OF RECORDS ........................................................................ 151
  B. STUDENT HEALTH AND WELLNESS .......................................................... 151
Element 7: Means to Achieve Racial and Ethnic Balance .............................................. 152
Element 8: Admission Requirements .......................................................................... 154
  A. ADMISSION REQUIREMENTS & PREFERENCES .......................................... 155
  B. STUDENT RECRUITMENT ........................................................................... 155
  C. LOTTERY PREFERENCES AND PROCEDURES ............................................. 155
Element 9: Annual Financial AuditS ........................................................................... 158
  A. ANNUAL AUDIT PROCEDURES .................................................................. 158
Element 10: Suspension and Expulsion Procedures ....................................................... 160
  A. DISCIPLINE FOUNDATION POLICY .......................................................... 162
  B. Grounds FOR SUSPENSION AND EXPULSION of Students ......................... 164
  C. SUSPENSION Procedure ............................................................................ 172
  D. AUTHORITY TO EXPEL ............................................................................ 174
  E. EXPULSION PROCEDURES ...................................................................... 174
  F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES ........................................................................ 175
  G. RECORD OF HEARING ............................................................................. 177
  H. PRESENTATION OF EVIDENCE .................................................................. 177
  I. WRITTEN NOTICE TO EXPEL .................................................................... 177
  J. DISCIPLINARY RECORDS ........................................................................... 178
  K. APPEAL OF EXPULSION ........................................................................... 178
  L. EXPELLED PUPILS/ALTERNATIVE EDUCATION ........................................... 178
  M. REHABILITATION PLANS ........................................................................... 178
Element 11: Employee Retirement Systems ............................................................. 180
Element 12: Public School Attendance Alternatives ............................................. 181
Element 13: Rights of District Employees ............................................................... 182
Element 14: Mandatory Dispute Resolution ......................................................... 183
Element 15: Charter School Closure Procedures ................................................. 187
Additional Provisions .......................................................................................... 194
Addendum ........................................................................................................... 196
ASSURANCES, AFFIRMATIONS AND DECLARATIONS

PRIME (also referred to herein as “Charter School”) shall:

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

- Not 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); Ed. Code § 220.)

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

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

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

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

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

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance
with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

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

**HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTEls) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

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

**Special Education Program**

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

**SELPA Reorganization**

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

**Modified Consent Decree Requirements**

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

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

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

- **Statewide Assessment Data**
  
  The standard file including District ID.

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

- **CBEDS**

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

- **Dropout**
  
  District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district.
• Monthly SESAC and Suspension data
• Graduation roster from all charter schools with 12th grade students with disabilities

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

A. GENERAL INFORMATION

<table>
<thead>
<tr>
<th>GENERAL INFORMATION TABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is: Grace Cruz and Ernest Levroney, Co-Founders and Co-CEOs</td>
</tr>
<tr>
<td>The contact address for Charter School is: PRIME School P.O. Box 1641 Santa Monica, CA 90406</td>
</tr>
<tr>
<td>The contact phone number for Charter School is: 424.290.1938</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is: 90249, 90247</td>
</tr>
<tr>
<td>This location is in LAUSD Board District: 7</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center: South</td>
</tr>
<tr>
<td>The grade configuration of Charter School is: Grades 6-12</td>
</tr>
<tr>
<td>The number of students in the first year will be: 200</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be: Grades 6 and 9</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is: August 8, 2018</td>
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<tr>
<td>The enrollment capacity is: 700</td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be: 8:30am – 3:40pm for grades 6-8, 8:30am-3:55pm for grades 9-12; early dismissal 1:55 on Fridays for all grades for teacher PD</td>
</tr>
<tr>
<td>The term of this charter shall be from: July 1, 2018 – June 30, 2023</td>
</tr>
</tbody>
</table>
PRIME School (PRIME) will serve students in grades 6-12 in the Gardena community of South Los Angeles. PRIME is an acronym that stands for:

- Problem Solving
- Risk-Taking
- Innovating
- Making, and
- Evolving

Through an innovative curricular approach that helps prepare students for a 21st century economy, students at PRIME will master standards-aligned content through a highly personalized approach. Our faculty will use both interactive, online learning as well as opportunities for hands-on, interdisciplinary project-based learning. A signature component of our program is year-long, “Points of View” courses for each student in grades 6-12. Through their “POV” courses at each grade level, students will engage in intensive project-based learning that enables them to collaboratively apply their academic knowledge and skill sets from core courses (as well as the arts and technology) to “real world” problems. Using “design-thinking” processes that are used in businesses and schools around the globe, students will collaboratively study, research, brainstorm, create, iterate, revise, analyze and implement solutions to real world community challenges. In this process, they will learn how to collaborate in teams, ask effective questions, critically analyze the information they gather, plan appropriately, learn from their mistakes, refine their efforts, and make compelling presentations that lead to effective solutions – all critical 21st century workplace skills today. Perhaps most importantly, they will have the opportunity to think boldly and apply complex thinking, as the local issues they will confront (e.g., an absence of green spaces or lack of fresh food in the local community) cannot be solved by simple transactions; rather they require an understanding of the political and socio-economic landscape of South LA. Students will gain confidence in their own voice and ability to impact meaningful change on their own community, helping motivate them to pursue continuing education beyond high school.

Given that most of the students we serve will be among the first in their families to attend college, our goal is to ensure that they are not just academically prepared for post-secondary school through a rigorous selection of A-G courses, but that they also develop the mental attitudes and motivation to persist through challenges they may encounter in school and beyond.

B. COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

TARGET COMMUNITY/NEIGHBORHOOD TO BE SERVED

COMMUNITY CHARACTERISTICS
The target community for PRIME School (PRIME) is the City of Gardena, near the intersection of Rosecrans Avenue and Van Ness Avenue in South Los Angeles, covered by zip codes 90249 and 90247. Gardena covers a 5.84 square mile area, with a population of approximately 57,818.1

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Based on available 2010 U.S. Census Data, the community has a broad mix of racial/ethnic diversity, with a majority of residents (44%) Hispanic/Latino and the remainder a mix of White, Black and Asian. 32.8% of residents are foreign born, with Mexico (34.7%) and Korea (16.4%) the most common foreign places of birth; there is also a large Japanese (11.6%) population the community.² More than half of the population (56%) in these two zip codes speaks a language other than English at home.

![Demographics Chart]

(SOURCE: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

Educational attainment in the community is a challenge. The L.A. Times Community Mapping site reports that just 16.6% of residents over 25 in Gardena have a four-year college degree – far more, 26%, did not complete high school.

This translates into income disparity in the community: while 19% of households earn income above $100,000 each year, more than half (51%) earn less than $50,000 annually.

The *L.A. Times* Community Mapping data notes that “The percentages of households that earn $20,000 or less and $40,000 to $60,000 are high for the county.”³ According to U.S. Census data, 23% of families with children under 18 in this community live below the federal poverty line – a rate that is just $28,290 for a family of four in 2017.⁴
While crime data is not yet available for Gardena via the *L.A. Times* Community Mapping site, we know from our conversations in the community, including with church leaders, that crime has risen in recent years, and there have been some notable police shootings of residents in Gardena – including two in the last six months -- that have increased tensions. There are several known gangs that are active in the community. Parents in the area understandably feel anxious about ensuring the safety of their children – especially their more independent older youth, and seek engaging educational opportunities for their children that will help them secure a better future for themselves, their families and their community.

**EXISTING PUBLIC SCHOOL OPTIONS IN THE COMMUNITY**

Within our target community of Gardena, we have identified three traditional public middle schools and one large high school, Gardena Senior High, along with three charter schools serving secondary students in the area. There also is one large parochial high school, Junipero Serra High School, which serves 600 students. As illustrated in the chart below, these schools serve a population that is predominantly low-income with a mix of Hispanic/Latino and African American students.

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2016</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% Special Ed. Students</th>
<th>% English Learners</th>
<th>% Major Ethnicity Hispanic/Latino</th>
<th>% Major Ethnicity African American</th>
<th>% Major Ethnicity White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnegie MS (6-8)</td>
<td>924</td>
<td>73%</td>
<td>13%</td>
<td>9%</td>
<td>49%</td>
<td>24%</td>
<td>3%</td>
</tr>
<tr>
<td>Curtiss MS (6-8)</td>
<td>544</td>
<td>83%</td>
<td>11%</td>
<td>6%</td>
<td>45%</td>
<td>52%</td>
<td>1%</td>
</tr>
<tr>
<td>Peary MS (6-8)</td>
<td>1,332</td>
<td>80%</td>
<td>13%</td>
<td>14%</td>
<td>64%</td>
<td>27%</td>
<td>2%</td>
</tr>
<tr>
<td>Gardena HS (9-12)</td>
<td>1,586</td>
<td>81%</td>
<td>11%</td>
<td>13%</td>
<td>65%</td>
<td>26%</td>
<td>2%</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Charter Middle—Gardena (6-8)</td>
<td>354</td>
<td>96%</td>
<td>8%</td>
<td>17%</td>
<td>81%</td>
<td>14%</td>
<td>2%</td>
</tr>
<tr>
<td>Executive Prep Academy of Finance</td>
<td>216</td>
<td>87%</td>
<td>17%</td>
<td>4%</td>
<td>15%</td>
<td>82%</td>
<td>0%</td>
</tr>
<tr>
<td>Magnolia Science Academy (6-12)</td>
<td>540</td>
<td>92%</td>
<td>12%</td>
<td>12%</td>
<td>84%</td>
<td>1%</td>
<td>7%</td>
</tr>
<tr>
<td>New Millennium Secondary School</td>
<td>187</td>
<td>79%</td>
<td>11%</td>
<td>3%</td>
<td>29%</td>
<td>65%</td>
<td>2%</td>
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Source: [http://dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

The performance of the existing traditional schools in the community has been below LAUSD and state levels, while the small charter schools in the community have had stronger performance:

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Middle Schools
As illustrated in the charts below, in 2016, the three traditional middle schools in the community, Carnegie, Curtiss and Peary, have all had both ELA and Math proficiency rates below LAUSD’s middle grade averages (36% for ELA and 26% in Math), and well below California statewide Met/Exceeded rates (48% for ELA and 36% for Math). The two charter schools serving middle grade students – Environmental and Magnolia Science – have achieved standards proficiency rates more on par or even slightly above LAUSD’s District-wide averages.

http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=CAASPP&submit1=Submit

On the 2017 CAASPP, the three traditional schools serving middle grades were again below LAUSD and State levels in ELA and Math, while Magnolia (charter school) had a higher rate of Met/Exceeded in both ELA and Math.

http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=CAASPP&submit1=Submit
High School
At the high school level, the sole traditional high school in the community, Gardena Senior High, realized some gains in both ELA (five percentage points) and Math (three percentage points) between the 2016 and 2017 CAASPP, yet is still well below LAUSD 11th grade Met/Exceeded rates in both ELA and Math, while Magnolia is significantly outperforming both the District and state averages in both.
2016 CAASPP ELA PROFICIENCY OVERALL, GRADES 11

http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=CAASPP&submit1=Submit

2016 CAASPP MATH PROFICIENCY OVERALL, GRADE 11

http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=CAASPP&submit1=Submit
In 2015-16, Gardena Senior High’s cohort graduation rate was 86%, a steady improvement from 74% three years earlier. Only 34.6% of Gardena’s graduates have completed A-G requirements however.
Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>Gardena HS (9-12)</th>
<th>Magnolia Science Academy #3 (6-12)</th>
<th>New Millennium Secondary School (9-12)</th>
<th>LAUSD</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Graduation Rate</td>
<td>86%</td>
<td>100%</td>
<td>73%</td>
<td>77%</td>
<td>83%</td>
</tr>
<tr>
<td>A-G Completion Rate</td>
<td>35%</td>
<td>95%</td>
<td>100%</td>
<td>55%</td>
<td>43%</td>
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While we are pleased to see improvements in the area’s traditional schools, we believe that PRIME can offer a strong alternative college-preparatory school for secondary students in Gardena.

**HOW PRIME WILL MEET COMMUNITY NEED**

Equity is at the heart of our model. We are intentionally placing our school in the Gardena community of Los Angeles so that we reach students who have not had educational opportunities like the program we will offer, with its emphasis on developing critical 21st century skills and attributes. PRIME will provide secondary school students and their families in Gardena with a distinct school option, establishing students as innovators who will use their academic knowledge throughout their secondary school years to make meaningful contributions to the surrounding community. As detailed more fully throughout this charter petition, PRIME will realize ambitious goals for our students through a program that offers:

**Personalization:** Every student will have her/his own individualized Chromebook. Students may take them home if needed but they must sign them out at the end of each day and sign them in when they return to school. The Summit Learning Platform is a free online tool that helps students track progress towards their short and long-term goals, learn content at their own pace and reflect on their learning with teachers. It allows teachers to customize instruction to meet their students' individual needs and interests via “playlists” of online curricula and assessments.

The PLP is a personalized page for each student, providing a dashboard for their all classes, learning objectives, assignments, due dates, progress reports and final grades, as well as long-range planning include credits earned towards graduation, A-G completion, and more. Depending on each student’s progress towards mastery, students may have different assignments on their “playlists” on any given day. Teachers will use the PLP as the road map for each student’s progress through their standards-aligned academic program, checking in with each student weekly about his/her progress in the course they teach, and adjusting specific objectives and longer-range goals as needed. Students submit assignments and ask questions through the Summit platform, work collaboratively with their peers, and receive feedback/graded assignments electronically as well. All course assignments, electronic texts, and supplemental materials (i.e. videos, rubrics, PowerPoint) will be accessible through the PLP, providing students with full access to their learning. Students and parents have access to the information listed at any time. Additionally, campus will be open from 7:30 am to 6:00 pm and students can access the Charter School’s internet while on campus. This gives students internet access beyond class time when they can work. Additional plans will be developed as needs arise.
**Mastery-Based Learning:** At PRIME, just as we do not believe that every student should learn the state content standards material in the exact same way, we also do not believe that the pacing of curriculum should be the same for every student. At PRIME, we will use a Mastery-Based approach because we believe that all students, when given personalized time and resources, can learn complex and challenging material. In a Mastery-Based approach, students must demonstrate “mastery” of the material they have learned via a summative assessment before they progress to the next lesson. If a student does not demonstrate mastery, he/she may receive additional support and/or additional time and resources to practice the skills again, before being given another opportunity to demonstrate mastery. This enables students to move more quickly through material they readily understand, and to “pause” on the concepts that are more challenging. Students are assessed on their mastery of the concepts, not the speed at which they learn. Students will be assessed on the same content based on CCSS/NGSS standards using rubrics to evaluate the products they produce. These may include (but are not limited to) research papers, videos, presentations, essays, as well as traditional exams.

Throughout the mastery-based model, the ability to “pause” on material that is challenging before moving on, and the ability to dive deeper into material that is mastered quite easily, better prepares students for “real life” college and career success.

**Project-Based Work and Deep Community Engagement:** Throughout their learning, PRIME teachers will provide opportunities for students to engage in hands-on, interdisciplinary projects that align to core content standards, while embedding the arts, technology and more. Classes will be scheduled in a rotating A/B block schedule to allow for longer class periods, enabling more in-depth labs, experiments, research, projects and collaboration among students. Every student will be enrolled in a Points of View (POV) class each year. These classes will present a “challenge-based” approach to PBL, where teachers – in close collaboration with external community partners/mentors -- will pose a community challenge for students, and students will then use a “design-thinking” process to gather information, brainstorm, create and implement solutions to real issues in the community. Each of these in-depth, year-long challenges will demand that students deploy skills and core content knowledge from their core courses (and prior learning) to solve “real world” problems. For instance, students may evaluate and problem-solve the availability of fresh produce in their neighborhood, or work to create safe after-school and weekend play spaces for children. These challenges will ensure that students connect their classroom learning with the world outside school walls, fostering deeper learning and understanding in our Mastery-based model. Throughout their POV work, students will collaborate with peers (learning to both lead and follow, mentor and receive help); master oral and written communication skills with diverse community members; create, invent and design; engage in project design and planning work; research, evaluate and analyze information and data; test, assess, fail, refine and revise; reflect and self-assess; and ultimately complete presentations of their learning and the actions they ultimately took to address the challenge via both classroom and community presentations.

**Social/Emotional Support:** Advisory will be a core part of the program, with Advisory sessions occurring daily for all students in all grades. PRIME will strive to ensure that students have the same Advisor for three years of middle school, then the same Advisor for four years of high school, where feasible. Advisory will be structured with formal curriculum on psycho-social and peer issues, health and wellness, life skills, test taking and study skills, and college preparatory skills. Management strategies focus on proactive, rather than reactive strategies, and will focus on empowering students to evaluate their own behaviors and make responsible decisions. PRIME will implement the acclaimed Way of Council program in Advisory, Wildwood School Advisory Toolkit and Restorative Justice Practices.
PRIME strongly supports LAUSD’s Restorative Justice Statement, which reads in part “When Restorative Justice practices are consistently applied within a school wide context, they improve school climate, promote community, and reduce student misconduct. They will also strengthen positive school culture and enhance pro-social relationships within the school community.”

Students will also learn how to assess and care for their own emotional well-being and stress through a variety of lessons and exercises geared towards their personal growth, including mindfulness exercises. In addition, Advisory will include weekly one-on-one check-ins between the student and his/her Advisor, on both academic progress (using the PLP as a guide) and peer/family issues.

**Parent and Community Partners:** We seek to establish PRIME as a true community hub, even hosting weekend farmers’ markets and other events, and inviting the broader community to engage in our school life and campus activities. Local community leaders and employers will be invited to help us plan and lead POVs, guest lecture, host job shadow days and internships. Parent education will be a focus of our operations. Community partners and our own staff will lead a series of workshops to benefit our families.

**Robust Teacher Professional Development and Collaborative Planning:** At PRIME, we believe that providing time and expertise for teachers to work and learn together will directly impact the success of our students. To that end, we will provide four full weeks of professional development (PD) throughout the year, in addition to weekly “early release” time for teachers to engage in two hours of collaborative planning nan PD. Pupil-free days throughout the year coincide with major benchmark assessments and enable teachers time to collaborative analyze student data – including disaggregating data by subgroup, teacher, class and more – and plan interventions and supports to help students succeed.

**C. STUDENT POPULATION TO BE SERVED**

**TARGET STUDENT POPULATION**

Based on the currently existing traditional public schools in the Gardena area serving grades 6-12, we anticipate our student population will be approximately: 79% FRPL, 56% Latino/Hispanic, 32% Black/African American; 11% ELs, 12% SpEd. As detailed in the discussion above, we know that many of our students will come from families in severe poverty, including those who are homeless and/or experiencing housing (and food) instability. We anticipate that most of our students will arrive at our school at least one if not several grade levels behind. The English Learner population will likely include a significant number of Long Term English Learners (LTELs) who will need focused attention to ensure they develop English proficiency. In short, our students will have myriad and significant needs.

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**ENROLLMENT PLAN**

In 2018-2019 school year PRIME school plans to enroll 100 students in the 6\textsuperscript{th} grade and 100 students in the 9\textsuperscript{th} grade. Our Co-Founders will each serve as Principal of one grade span, focusing on launching each respective cohort collaboratively. We will add 200 students and two grade levels in Years 2 and 3, with a final cohort of 100 new students in Year 4 to reach capacity of 700 students.

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<tr>
<td>Total</td>
<td>200</td>
<td>400</td>
<td>600</td>
<td>700</td>
<td>700</td>
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**D. GOALS AND PHILOSOPHY**

**MISSION AND VISION**

**Mission**
PRIME’s mission is to provide a highly personalized, engaging public secondary education where student voice, collaboration and integrity are valued and embraced. Challenge-based, standards-aligned projects will facilitate deep community engagement as students solve problems and make an impact in the community, all while mastering critical 21\textsuperscript{st} century skills for future success in college and meaningful careers.

**Vision**
PRIME seeks to be a leading innovator in 21\textsuperscript{st} century education of underserved students, providing a school that will educate, inspire, and empower students through community engagement to create meaningful change in the world.

**AN EDUCATED PERSON IN THE 21\textsuperscript{ST} CENTURY**

Eric Schmidt, then-CEO of Google, famously said in 2010: “From the dawn of civilization to 2003, five exabytes of data were created. The same amount was created in the last two days.”  At a pace never before seen in human history, the world is rapidly changing. And yet our education system is not keeping pace with societal needs. While the California Common Core State Standards (CCSS) and new Next Generation Science Standards (NGSS) have made some progress in acknowledging the importance of critical thinking and problem-solving skills, most schools are not teaching students the skills and

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attributes they will need to be successful in this new global, digital economy. Skills such as working collaboratively, framing and solving problems, the ability to “fail forward fast,” create, invent, revise and to iterate when faced with challenges are more important than ever before. While a base of content knowledge is of course important, today’s economy – with rapid developments leading us to an unknown future – require an educated person today to be brave enough to create something new, something different, something unexpected. Today, more important than what students know is what they do with what they know.

“In life, the question is not if you will have problems, but how you are going to deal with your problems. If the possibility of failure were erased, what would you attempt to achieve?” (Maxwell, John C., Failing Forward.) In order to be successful in the 21st century, students today need to develop the confidence and motivation to try and to persist in the face of challenge. They must learn to collaborate and engage in deeper level thinking with people from different backgrounds.

America’s system of education was built for an economy and a society that no longer exists. In the manufacturing and agrarian economies that existed 50 years ago, it was enough to master the “Three Rs” (reading, writing, and arithmetic). In the modern “flat world,” the “Three Rs” simply aren’t enough. If today’s students want to compete in this global society, however, they must also be proficient communicators, creators, critical thinkers, and collaborators (the “Four Cs”).

While different definitions exist, the Partnership for 21st Century Schools (P21) defines the Four Cs as follows:

**Critical thinking**

*Reason Effectively*
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

*Use Systems Thinking*
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

*Make Judgments and Decisions*
- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

*Solve Problems*
- Solve different kinds of unfamiliar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

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**Communication**

*Communicate Clearly*

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
- Use multiple media and technologies, and know how to assess impact and their effectiveness a priori
- Communicate effectively in diverse environments (including multilingual and multicultural)

**Collaboration**

*Collaborate with Others*

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

**Creativity**

*Think Creatively*

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts

*Work Creatively with Others*

- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes

**Implement Innovation**

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.\(^9\)

At PRIME, we adapt these principles into our definition of an educated person in the 21\(^{st}\) century as someone who is adept at:

**Critical Thinking and Creativity Leading to Problem Solving and Innovating**

As students acquire and strengthen their academic knowledge through Project Based Learning, critical thinking skills and creativity will be used on a daily basis. Students will be required to reason effectively, using inductive and deductive reasoning as the situation warrants. They will utilize systems thinking to analyze how the parts of a whole contribute to the workings of complex systems they are investigating. Focusing on Human Centered Design, where the needs of the user are placed at the heart of every challenge, students will develop solutions that are grounded in an authentic audience. As

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\(^9\) Ibid.
students research and come to conclusions, they will evaluate evidence, analyze/evaluate multiple perspectives, interpret information, and draw conclusions based on their analyses.

PRIME students will have various opportunities to innovate on their original idea. While their conclusions may remain the same, their solutions may change, based on feedback from their peers, teachers and community partners. Developing the skill of iteration will lead to more innovative solutions.

Through the study of in-depth “real world” learning about issues surrounding the PRIME school community and Los Angeles at large, students will be able to provide solutions to through research, examinations, and interactions with community members.

**Collaboration and Creativity Connected to Risk Taking**

We believe that “The whole is greater than the sum of its parts.” (Aristotle, Metaphysics Book 8) While each student will be responsible for her/his own learning and work, we believe that diversity of thinking and perspectives leads to stronger, more dynamic ideas, learning, and outcomes. Learning collaboratively will help students deepen their thinking as well as their creativity.10 Mastering the skill of collaboration includes the ability to work effectively and respectfully with diverse teams. Students will also learn to exercise flexibility and demonstrate a willingness to negotiate and compromise to achieve a common goal. As a team, students will assume a shared responsibility for their teamwork and value the contributions made by each member.

Students will have opportunities to think creatively through brainstorming, sharing individual ideas, and combining the thinking of the whole to come up with solutions to challenges. Through this process of sharing thoughts, hearing suggestions and incorporating salient ideas into their design process, students will develop inventive solutions to the challenge at hand.

Risk taking is an important part of this process, as it moves a concept to actual implementation. Through this, we encourage students to see failure as an opportunity for growth, and to understand that risk taking and innovation are part of an iterative process of small successes and mistakes that lead to greater results. Peer collaboration is an excellent way to provide students with opportunities to strengthen this skill.11 Students will be able to take risks in asking questions, sharing their ideas, and proposing solutions in a variety of low stakes ways. Higher stakes risks taking will include sharing their solutions with community partners in the iterative stages, as well as public presentations of their learning to the community. They will push each other’s thinking to create solutions that help the user with the challenge they are trying to overcome.

**Communication Leading to Making and Evolving**

Because PRIME students will be working with peers, teachers, and outside partners on a regular basis, communication skills will be practiced and strengthened daily through their course work. This will include the ability to articulate thoughts and ideas in oral and written communication, as well use communication to persuade, motivate, inform and instruct. Students will learn how to use media and technology to illustrate their thinking to a variety of different audiences (i.e. peers, PRIME community). We will use the strengths of our students’ diverse cultures to ensure that presentations address our multilingual and multicultural members.

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10 https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/
As students communicate their solutions to stakeholders, they will be making tangible and intangible impacts on the community. The tangible impact is the solution they develop and implement with partners, as that solves the immediate the problem at hand. The relationships that students make will help them become active and engaged civic members. The skills they develop in this process, which include interviewing, data analysis, community outreach, research, and public presentations will provide students the opportunity to evolve in their intellectual, social and emotional growth.\textsuperscript{12}

**How Learning Best Occurs**

While our highly personalized, mastery-based and project-based approach to learning may be more “innovative,” our model is informed by, incorporates, and integrates some of the most proven, successful curriculum methodologies, educational philosophies and “best thinking” in education. Our ideas about how learning best occurs are based on the works of John Dewey, Jean Piaget, Lev Vygotsky, Maria Montessori, Howard Gardner, Linda Darling-Hammond, Howard Gardner, Paolo Freire and others. We start with the simple premise that “Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally.” (John Dewey, 1902.) \textsuperscript{13}

We believe learning best occurs when:

**Students feel safe, nurtured and supported in a caring school environment where they are each well-known by multiple caring adults.** We know and research has shown that when students are connected to the adults in their school community, they are more likely to be engaged in school and see greater academic success. Dr. Eric Schaps from the Center for the Collaborative Classroom wrote “One persuasive explanation attributes the effectiveness of high-community schools to their capacity to satisfy students’ basic psychological needs for safety, belonging, autonomy, and competence (Deci, Vallerand, Pelletier, & Ryan 1991). When these basic needs are fulfilled, students are more likely to become engaged in, and committed to, the school and, therefore, inclined to behave in accord with its expressed goals and values (Watson 2003).”\textsuperscript{14}

Creating a positive school culture that encourages student voice, collaboration, integrity and sense of community are valued and embraced at PRIME because we believe as, Maria Montessori said, “Joys, feeling one’s own value, being appreciated and loved by others, feeling useful and capable of production are all factors of enormous value for the human soul.”\textsuperscript{15} When are attentive to a student’s socio-emotional needs we allow to develop their curiosity and focus on their academic success.

\textsuperscript{13} John Dewey, From The child and the curriculum. 1902
\textsuperscript{14} https://www.collaborativeclassroom.org/research-articles-and-papers-the-role-of-supportive-school-environments-in-promoting-academic-success
\textsuperscript{15} Montessori, From Childhood to Adolescence, 1948.
Students are all expected to push their own limits and seek enjoyment and engagement with their own learning, with appropriate guidance and support. We believe that young adults want to be challenged, and given high expectations for their own futures. Howard Gardner once said that “What we need in America is for students to get more deeply interested in things, more involved in them, more engaged in wanting to know; to have projects they can get excited about and work on over longer periods of time; to be stimulated to find things out on their own.”

Developing student interest and engagement is at the heart of Project based learning, it is the core to the reason why student voice and choice are critical to fostering a mindset of life-long learning in students. As Paulo Freire stated in Pedagogy of the Oppressed, “[a model that treats students as receptacles which simply receive knowledge], knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry. . . . Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers.”

Thus, rather than being at odds with high expectations, we see student voice and choice and high expectations as compliments to one another. Starting with the fundamental understanding that all students have gifts, talents, and abilities and that all students are capable of growth then encouraging students to be the partners in their educational experience, not consumers of the experience, establishes the desire to question it develops curiosity in our students. Yet we also believe that challenges must be carefully crafted to suit the personal needs of each student, within their Zone of Proximal Development and in the context of their real daily lives and experiences. According to Nancy Bablan "Scaffolding refers to the way the adult guides the child's learning via focused questions and positive interactions." That said, setting inappropriate goals and challenges (i.e. bad scaffolding) leads to disconnectedness out of boredom, for goals and challenges set below the students ability, or out of frustration, for goals and challenges set far beyond the Zone of Proximal Development. The personal scaffolding of challenges is essential and thus knowing the individual needs each student (i.e. understanding our students as people) is critical to encouraging our students to stretch 10% further and give 10% more with each challenge. This ten percent growth with each challenge constantly expands a person’s Zone of Proximal Development, cultivating the desire to become life-long learner, which is further reinforced when the context of the challenge is steeped in the lived experience of the student.

Students are encouraged and expected to express their own voice and choice throughout their learning, increasingly exercising their developing independence and autonomy as they approach high school graduation. Research has shown that motivation is related to whether or not students have opportunities to be autonomous to make important academic choices and that as students mature it is even more critical to provide opportunities for students to be autonomous and make decisions related to their educational experience. We know that having choices allows students to feel empowered giving them a sense control or ownership over their own learning; in turn, helping them develop a sense of responsibility and self-motivation. When students understand they have ownership of their

18 Nancy Bablan, From Seeing the child, knowing the person.1995
educational experience they are more likely to take responsibility for their learning. However, this means we need to afford students actual choice and control as the sense of ownership they feel leads to a desire to engagement and persistence. Nevertheless, we know that autonomy and responsibility must go hand and hand. We recognize that giving students autonomy without considering developmental appropriateness and proper framing will set students up for failure rather than success. At PRIME, as we build towards autonomy, we work with students and provide them with support to help them make positive choices. A large part of providing students with support means understanding their likes, talents, and their desires for the future.

**Instruction is authentically personalized to meet the needs of each individual, based on data and demonstrations of mastery, so that each student can grow and develop at a pace that suits them, rather than the pace that suits the teacher.** The Bill and Melinda Gates Foundation describes personalized learning as learning “which happen[s] inside and outside the classroom—teachers assess students’ strengths and needs in order to better align their teaching with each student’s learning style and interests while maintaining high standards.”

A NY Times article regarding the creation of a Mastery Collaborative by the New York City Department of Education describes mastery-based learning as a model that “can be traced to the 1960s, when Benjamin Bloom, a professor at the University of Chicago and an education psychologist, challenged conventional classroom practices. He imagined a more holistic system that required students to demonstrate learning before moving ahead.”

Paring mastery-based learning and personalized learning provides students with the time and space to deeply and authentically understand content before moving on, or to explore more deeply the content which they are passionate about and for which they crave more challenge. This allows each student to gain confidence in his/her ability to learn and master complex material. As Howard Gardner once said, “The biggest mistake of past centuries in teaching has been to treat all students as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects the same way.” At PRIME there is an emphasis placed on knowing our students as individuals; a personalized learning platform (PLP) allows our teachers and advisors to gather near to real time data on each of their students and make necessary adjustment based on the level of mastery demonstrated by the students. In addition, a PLP allows our advisors to work on and document both academic and personal goals set by students, adding another layer to knowing and supporting our students.

**Students are active, not passive learners.** True mastery of content and important 21st century skills best occurs when students are given the means to explore, investigate, experiment, make mistakes, fail, reflect, revise, try again, and ultimately demonstrate what they have learned, including important lessons learned through their mistakes. So many educational pioneers and thought leaders have given voice to this idea. Sir Ken Robinson famously said, “If you’re not prepared to be wrong, you’ll never come up with anything original.”

Jean Piaget stated, “The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.” Similarly, Paolo Freire wrote, “Intellectuals who memorize everything, reading for hours on end, slaves to the text, fearful of taking a risk, speaking as if they were reciting

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21 http://k12education.gatesfoundation.org/college-readiness/personalized-learning/
from memory, fail to make any concrete connections between what they have read and what is happening in the world, the country, or the local community.\textsuperscript{25} We embrace these concepts: we want our students to be active in their own learning and in the world not passive participants, we want our students to be curious and creative not simply replicate what has been done in the past, and we want our students to see themselves as innovators and inventors capable of developing new products and new solutions. As educators we know the more actively engaged students are in the learning process, the more effectively they understand and retain concepts and skills that are delineated in the state standards, and even more importantly, the better equipped they are to handle the challenges of the future.

\textbf{Students’ psycho-social development and the challenges they face outside of school are recognized and supported through engaging curriculum and supportive teachers and staff.} An important role of the school is to create a sense of “belonging” for each member of our school community. In an interview with the University of Wisconsin, Gloria Ladson-Billings describes culturally relevant pedagogy as being based on three things: “One, a laser-like focus on student learning. Two, an attempt to develop in all students’ cultural competence. What I mean by that is you help kids understand assets that are part of their own culture, while simultaneously helping them become fluent in at least one more culture. So it would mean youngsters of color have to learn the mainstream culture, but at the same moment youngsters in the mainstream need to learn some other cultures. Youngsters of color also need to value the culture they have. And the third piece is what I call socio-political consciousness.”\textsuperscript{26} Christopher Emdin explains, “Students quickly receive the message that they can only be smart when they are not who they are. This, in many ways, is classroom colonialism; and it can only be addressed through a very different approach to teaching and learning.”\textsuperscript{27} What Dr. Ladson-Billings calls culturally relevant pedagogy Dr. Emdin calls “reality pedagogy”; both are referring to incorporating a student’s culture and lived experience into how we teach students, providing them with examples and reflections of their life and culture in course content and valuing their forms of expression in class. Actively demonstrating not just that they belong in the class but more deeply that the space and content is theirs, that they are respected and valued.

\textbf{Teachers have ample resources, including time, training and coaching, to develop their skills and talents.} We believe it is imperative that teachers study and understand the best thinking in education, learn directly from experienced lead teachers, and collaborate with their peers in order to consistently be learners themselves in the context of our school community. We know that great teachers inspire students to become great people. “In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators.”\textsuperscript{28} We know that many new teachers leave the profession within the first five years because they feel unsupported and underprepared, thus it is our responsibility to offer professional development and coaching opportunities to guide and support these teachers, while simultaneously pushing the thinking of more

\begin{footnotesize}
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\item \textsuperscript{25} Paulo Freire, \textit{Pedagogy of Freedom}.
\item \textsuperscript{26} https://news.education.wisc.edu/news-publications/learning-connections/archive/2013-fall-winter/q-a-with-gloria-ladson-billings
\item \textsuperscript{27} Christopher Emdin, \textit{For White Folks Who Teach in the Hood... and the Rest of Y’all Too: Reality Pedagogy and Urban Education}
\item \textsuperscript{28} https://www.edutopia.org/teacher-development-introduction
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senior teachers. Furthermore, honing the craft of teaching requires mentoring and coaching opportunities as well as time to reflect on, discuss, and analyze one’s own teaching practice. Indeed, it is our belief that all teachers need to continually engage in discussions with experts in their field and in the profession of education, have opportunities to learn and share best practices, and experience learning from a student’s perspective.

Data is used consistently, continuously and effectively to adapt curriculum to individual student’s needs and continuously update their Personal Learning Plans. Effective assessment tools (online/offline, formative and summative) and efficient data systems help educators continually assess and refine their curriculum’s impact on each individual student throughout the school year. Making data a part of an on-going cycle of instructional evaluation and evolution, teaching students to examine, reflect on, and use data to set their own goals, and establishing a school-wide culture of collecting and using data are all ways to make the use of data effective and instrumental and supporting student achievement. A sophisticated online platform will allow our faculty and school leaders to continuously gather and analyze individual student achievement data which will then be used to create and modify a personalized learning plan (PLP) for each student. PLPs will help students develop both short and long-term academic goals in consultation with their advisors. Teachers will also use off-line formative methods (e.g. exit tickets and stoplight feedback) for gathering student data which can inform both the students’ PLPs as well as informing class instruction and teacher coaching and PD.

The school community values and embraces diversity – in background, perspective, learning style and more. Students learn to respect, communicate and collaborate with people who are different from themselves, thereby gaining a comfort level with interactions in an increasingly diverse and connected world. By giving our students practice in talking with others, we give them frames for thinking on their own; at PRIME we also value the diversity of voice and perspective. Maya Angelou once said, “It is time for parents to teach young people early on that in diversity there is beauty and there is strength.” We believe that the responsibility to teach children about the strength and beauty of diversity is also ours. We believe in the power of multiple voices and multiple stories because, as writer Chimamanda Ngozi Adichi said in her TED Talk, The Danger of a Single Story, “Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a person, but stories can also repair that broken dignity. . . . When we reject the single story, when we realize that there is never a single story about any place, we regain a kind of paradise.” At PRIME, we encourage our students to learn from peers, mentors, community members, parents and teacher. By gathering information and understandings from multiple perspectives our students learn how to come to their own conclusions. Moreover, by speaking to different people with varied perspectives our students gain invaluable speaking and listening skills.

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30 www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf
31 Lev Vygotsky, From Mind in Society: Development of Higher Psychological Processes. 1980
32 voiceseducation.org/content/maya-angelou-0
Students are deeply engaged in their community and connected to real problems and issues their community faces, helping to solve these problems and have a real impact on the world in which they live. Students gain confidence in themselves and their ability to effect change, including in their own lives, by pursuing ambitious goals for their future. Howard Gardner said “You learn at your best when you have something you care about and can get pleasure in being engaged in.” As we draw on the tenets of Drs. Ladson-Billings and Edmin and the ideas of culturally responsive and reality pedagogies, we see no better way to engage students in something they care about than to involve them in creating solutions to problems in their community. Their community, the place in which they live, is a large part of their lived experience (their reality). In order to develop solutions to problems the students use the design thinking process. Hillman Curtis, a well-known media designer said, “The goal of a designer is to listen, observe, understand, sympathize, empathize, synthesize, and glean insights that enable him or her to ‘make the invisible visible.’” In our case the designers are our students and through this process not only do they gain skills, but they develop a deeper connection to their community.  

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

We believe that when adolescents are given the opportunity to express their skills, talents and knowledge across a variety of contexts, they are able to realize more success and thus develop more confidence. Ultimately, we want our students to develop a passion for lifelong learning as a means to better lives for themselves, their families and their communities.

Decades of research on true motivation found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose. Through our highly personalized, mastery-based learning model with ample opportunities for student voice and choice (autonomy) students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic self-motivation to learn.

Through “Backward Design” and a continuous focus on student achievement data from a variety of sources, teachers ensure that each student meets standards-aligned learning objectives. Students will be continuously asked to reflect on their own learning, including their “failures,” helping them gain understanding of the way they learn best. Students who can effectively express how they learn best, and those are willing to take risks, fail and persist, are more likely to become enthusiastic life-long learners. Beyond mastering specific skills and facts, students will continuously be learning how to learn. Through POVs/challenge-based projects that pose real-world scenarios, students will see the relevance and applications of their education and their daily lives.

Students at PRIME will develop a solid foundation that will serve them well in post-secondary school and beyond.

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The Requirements Of Education Code § 47605(B)(5)(A)(II)

PRIME 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), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School’s goals as of this petition submission, for all pupils (including statistically significant subgroups) 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 Charter School will take to achieve each of the identified annual goals. We note that as required under the California Education Code, PRIME’ stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions PRIME anticipates at this point in time.
All PRIME students will learn and work with high-quality teachers, standards-aligned materials and within facilities that are clean and safe.

Specific Annual Actions to Achieve Goal

Priority 1 (Basic Services)
Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.
- Maintain a credential review log as part of the teacher hiring process.
- Review master schedule/teacher assignments prior to the beginning of each semester to ensure compliance.

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.
- Review alignment of instructional materials to standards and course offerings.
- Maintain an annual inventory of instructional materials.
- Review budget each year to ensure adequate budget for instructional materials is in place.

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).
- Annual and monthly facility inspections will screen for safety hazards.
- Daily general cleaning by janitorial staff will maintain facilities in good repair and adequate cleanliness.

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All core area subject (English, Math, Science, History, For. Lang.) teachers will be credentialed in the subject areas they teach.

Metric/Method for Measuring: % of courses and teachers at PRIME appropriately assigned and with appropriately credentialed personnel.

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<td>All Students (Schoolwide)</td>
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Priority 1 Outcome 2: All PRIME students will have access to standards-aligned instructional materials pursuant to Education Code Section 60119
**Metric/Method for Measuring**: % of PRIME students who have sufficient access to standards-aligned instructional materials.

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<td>All Students (Schoolwide)</td>
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**Priority 1 Outcome 3**: PRIME facilities will be maintained in good repair pursuant to Education Code section 17002(d).

**Metric/Method for Measuring**: % of rooms (all) in good repair; PRIME administration will work with facilities personnel to ensure facilities are maintained in good repair.
ALL PRIME STUDENTS WILL HAVE ACCESS TO A PERSONALIZED, ENGAGING AND HIGH-QUALITY EDUCATION PROGRAM – INCLUDING RIGOROUS STANDARDS BASED INSTRUCTIONAL MATERIALS AND ACCESS TO A BROAD COURSE OF STUDY, LEADING TO A HIGH SCHOOL DIPLOMA AND UC/CSU “A-G” ELIGIBILITY TO A FOUR-YEAR UNIVERSITY AND/OR OTHER POST-SECONDARY OPTIONS.

Related State Priorities:
☐ 1  ☐ 4
☒ 7
☒ 2 ☐ 5  ☐ 8
☐ 3  ☐ 6

Local Priorities:
☐ : 
☐ :

Specific Annual Actions to Achieve Goal

Priority 2 (Implementation of State Standards)
Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
- Provide CCSS-aligned ELA and math instruction to all students, including ELs, through a personalized, master-based learning model that utilizes online, text and hands-on/project-based instruction.
- Provide PD and collaborative planning time for teachers to understand and analyze student achievement data on a continuous basis, including state standardized tests and benchmark data, to continuously personalize learning for each student via their PLP and data driven decision making.

Priority 7 (Course Access)
Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- Provide all students with comprehensive courses in all core subjects (ELA, Math, Science and Social Studies/History), including all A-G courses for high school students, as well as learning in the arts, yoga, World Languages and high school electives, as outlined in the charter petition.
- Provide all students with Points of View year-long courses each year for deep community engagement through challenge-based real-world projects.
- Provide a personalized learning approach that enables students to receive customized instruction based on their individual needs, through online and hands-on project-based learning, guided by the regularly updated Personal Learning Plan.
- Provide technology (tablet computers) to ensure access to web resources and curriculum tools.

Expected Annual Measurable Outcomes

Priority 2 Outcome 1: PRIME will implement the CA CCSS/NGSS as well as the performance standards. Metric/Method for Measuring: Curriculum pacing; lesson plan samples; student PLPs; assessments

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<td>All Students (Schoolwide)</td>
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Priority 7 Outcome 1: All PRIME students will have access to all programs and services outlined in the charter petition, including A-G courses for high school students that fulfill Education Code section 51210 and subdivisions (a) to (i), as applicable and with consideration of student need and interest. Metric/Method for Measuring: Master schedules; student folders.
Every PRIME student will have a personalized and individualized education that will allow him/her to pursue academic excellence and be college/career ready.

**Priority 4 (Pupil Achievement)**

**Priority 4 Outcome 1 – Performance on standardized tests and schoolwide measures**
Examine CAASPP scaled scores for grades 6-8 and 11, and other newly developed state and federal accountability information as well as internal benchmark assessments (NWEA MAPs) to define annual goals; continuously monitor progress towards schoolwide and individual student goals with individual teachers, grade levels and departments through ongoing data reviews.

**Priority 4 Outcome 2 - Share of pupils that are college and career ready (A-G)**
- Offer high school courses to all students that meet UC/CSU admission requirements.
- Counselors and Advisors will track high school students’ completion of A-G and high school graduation credits and requirements (including taking the SAT) every semester via students’ PLPs.
- Both MS and HS Advisors will conduct “college prep” lessons with students at every grade level; older high school students will receive assistance with college and financial aid applications.

**Priority 4 Outcome 3 – Share of English learners that become English proficient**
- Provide highly qualified and experienced teachers with appropriate EL authorization, along with appropriately experienced and qualified resource personnel, who will continually monitor instruction and achievement of EL students.
- 100% of faculty will participate in extensive professional development and coaching on differentiating instruction and specific strategies to support EL’s, including LTELs, updating progress of ELs, ELPAC training and reclassification criteria.

- Identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.

**Priority 4 Outcome 4 - English learner reclassification rate**
- Ensure adequate budget for appropriate EL instructional materials and teacher PD is in place.
- Provide targeted support for EL students through a personalized curriculum and differentiation, teacher coaching, additional resource personnel and tutoring to meet EL student instructional needs.
**Priority 8 (Other Pupil Outcomes)**
**Priority 8 Outcome 1** - pupil outcomes in the subject areas described in Education Code section 51210
- Provide CCSS-aligned ELA and math instruction using integrated ELD instructional strategies to all students, including ELs.
- Counselors and Advisors will carefully monitor the progress of ELs (including LTEls and RFEPs) in earning credits and developing EL-fluency for reclassification and ongoing success.

### Expected Annual Measurable Outcomes

**Priority 4 Outcome 1:** Schoolwide and all significant subgroups will meet or exceed growth targets set by the state (or comparable measures).

**Metric/Method for Measuring:** CAASPPs

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<tr>
<td>All Students (Schoolwide)</td>
<td>TBD</td>
<td>Establish baseline.</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math (estimated 2-3%).</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math (estimated 2-3%).</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math (estimated 2-3%).</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math (estimated 2-3%).</td>
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**Priority 4 Outcome 2:** PRIME graduates will have completed UC/CSU A-G requirements, unless otherwise specified by IEP.

**Metric/Method for Measuring:** Student folders; annual A-G and grad rates

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<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Set baseline (1st graduating class)</td>
<td>Increase over previous year as set in LCAP (estimated 2-3%)</td>
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**Priority 4 Outcome 3:** EL students will advance at least one level on the ELPAC (or other available assessments) each year and LTEls will make progress towards reclassification criteria applicable to LTEls.

**Metric/Method for Measuring:** ELPACs

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<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>Establish benchmarks for ELPAC results</td>
<td>Achieve annual growth (as set in annual)</td>
<td>Achieve annual growth (as set in annual)</td>
<td>Achieve annual growth (as set in annual)</td>
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### Priority 4 Outcome 4: PRIME will appropriately reclassify English Learners.

**Metric/Method for Measuring:** EL reclassification target rates will meet or exceed LAUSD rates for the same grade levels.

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<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
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<tr>
<td>English Learners</td>
<td>N/A</td>
<td>Establish benchmarks for reclassification</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
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LCFF STATE PRIORITIES

GOAL # 4

PRIME will create an inclusive school community in which every student feels a sense of “belonging,” as reflected in strong attendance and graduation rates; PRIME will establish multiple opportunities for parent and community engagement in student life, parent education workshops, and involvement in school site decision-making.

Related State Priorities:
☐ 1  ☐ 4  ☐ 7
☐ 2  ☒ 5  ☐ 8
☒ 3  ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)

Priority 3 Outcome 1 – Efforts to seek parent input in decision making.
- PRIME will actively encourage parent engagement in decision-making via parent participation in the PRIME Advisory Council, ELAC (if applicable) and LCAP planning process
- Annual surveys will solicit parent and student input and satisfaction with school programs.

Priority 3 Outcome 2 – Promotion of parent participation in programs for unduplicated pupils and special need subgroups.
- Parent events and workshops will be held monthly at the school site (including 2 annual student Presentations of Learning)
- Parent/teacher conferences held twice per year
- Parents will have numerous opportunities to volunteer at PRIME and in school events to help increase parent engagement and participation.

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism
- Office Manager and Principals will conduct attendance reviews to monitor attendance and communicate with families.
- Parent outreach and communications will emphasize the importance of regular and timely attendance each day; as needed, incentives will be offered for strong/timely attendance.
- Principals and teachers will review achievement data to identify students at risk of not graduating or dropping out and implement appropriate academic and psycho-social interventions as detailed in the charter.

Priority 5 Outcome 2 – Dropout rates
- Track grades, mastery-based progression, credit completion and individual student crises/challenges outside school walls via PLPs and weekly check-ins to ensure any students at risk of failure/dropout are identified and provided with appropriate academic and/or psycho-social support.

Priority 5 Outcome 3 – High school graduation rates
- Monitor and analyze course passing rates and credit counts for every student every semester.
- Adjust course offerings, curriculum and course progression for individual students and schoolwide as needed to ensure appropriate intervention in order to allow students to catch up.
- Ensure adequate budget for counseling is in place to maintain low 200:1 ratio.
Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates
- Track discipline issues inclusive of suspensions/expulsions (if any) and strive implement alternatives to suspension/expulsion
- Establish consistent behavioral expectations, policies and classroom management procedures via teacher PD and coaching; foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 2 – pupil expulsion rates
- Track discipline issues inclusive of suspensions/expulsions (if any) and strive implement alternatives to suspension/expulsion
- Establish consistent behavioral expectations, policies and classroom management procedures via teacher PD and coaching; foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness
- Surveys for all stakeholders will be collected at least once annually

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: PRIME Advisory Council will meet monthly during the school year and provide input on school matters; ELAC (as needed) and parent participation in LCAP process annually will be facilitated by Principals.

Metric/Method for Measuring: Rosters, meeting attendance/sign-ins, meeting agendas

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<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>Set baseline (# of parents participating in PRIME Advisory Council, ELAC and LCAP process)</td>
<td>Increase parent participation per goal set in LCAP</td>
<td>Increase parent participation per goal set in LCAP</td>
<td>Increase parent participation per goal set in LCAP</td>
<td>Increase parent participation per goal set in LCAP</td>
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Priority 3 Outcome 2: PRIME will promote parent participation in workshops and events throughout the school year, attendance at parent-teacher conferences and volunteerism at and in support of PRIME school.

Metric/Method for Measuring: Meeting/event attendance, parent-teacher conference attendance, volunteer hours.

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<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>75% of parents will attend at least two events each</td>
<td>Increases in parent engagement will meet</td>
<td>Increases in parent engagement</td>
<td>Increases in parent engagement</td>
<td>Increases in parent engagement will meet</td>
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Priority 5 Outcome 1: PRIME will maintain a strong attendance rate, minimize chronic absenteeism

**Metric/Method for Measuring**: ADA, truancy rates

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<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>≥95% ADA</td>
<td>≥95% ADA</td>
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Priority 5 Outcome 2: PRIME will maintain a lower cohort dropout rate than District Resident school averages.

**Metric/Method for Measuring**: % of cohort drop-outs

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<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>2 % lower than surrounding schools</td>
<td>3% lower than surrounding schools</td>
<td>4% lower than surrounding schools</td>
<td>5% lower than surrounding schools</td>
<td>5% lower than surrounding schools</td>
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Priority 5 Outcome 3: PRIME will maintain a higher high school cohort graduation rate and higher A-G completion rate than District Resident school averages.

**Metric/Method for Measuring**: % of cohort graduates

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<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>At least 5% higher than comparable</td>
<td>At least 5% higher than comparable</td>
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Priority 6 Outcome 1: PRIME will maintain low suspension rates that are the same or lower than District Resident school averages.

Metric/Method for Measuring: % of student suspensions

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<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>&lt; 3%</td>
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Priority 6 Outcome 2: PRIME will maintain a low expulsion rate that is the same or lower than District Resident school averages.

Metric/Method for Measuring: % of student expulsions

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
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Priority 6 Outcome 3: PRIME will survey stakeholders at least once annually with at least 80% of each stakeholder group indicating satisfaction with school climate and programs.

Metric/Method for Measuring: % satisfaction on school climate survey

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>≥80% stakeholder satisfaction</td>
<td>≥80% stakeholder satisfaction</td>
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E. INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

PRIME’s CCSS-aligned core curriculum for grades 6-12 will feature cross-curricular projects that connect learning to the “real world,” as well as technology integration in all subjects to enhance personalization. PRIME will provide a standards-based curriculum that is both skills-based and hands-on, in order to ensure each and every student meets our high expectations for success, well beyond achieving proficiency on state standards. Using an alternating block schedule (Blocks A and B meeting on Mondays and Wednesdays, Blocks C and D meet on Tuesdays and Thursdays) with longer 90 minute blocks (middle grades) or 110 minute blocks (high school) for core subjects enables teachers to lead students through a variety of different learning modalities in each class session: whole class lecture/presentations, small group learning with the teacher, pair/group peer work, and individual student work online. The following provides a more detailed description of the core tenets of our model:
Personalization
Mastery-Based Learning
PBL with Deep Community Engagement
Social/Emotional Support
Parent and Community Partners
Robust Professional Development and Collaborative Planning Time

**Personalization:** Every student at PRIME will have a Personalized Learning Plan (PLP) that is established in a collaborative effort between the student, his/her parents and Advisor at the beginning of each year and updated formally each semester. In addition, at PRIME parents and students receive interim reports every five weeks. These reports allow our families and students to track student progress and provide our faculty and administrators with the opportunity to determine which students are struggling and which students may need greater challenges. At these five-week intervals we can make changes to a student’s PLP to afford them greater support or provide them with enrichment. For example, a student who has been identified as struggling with Math concepts in the first five weeks can have the playlist on their PLP adjusted to provide greater support around those concepts. Examples include using adaptive learning programs and Khan Academy. The student will also be required to attend office hours at the beginning of each day and use their learning lab time for math. If continued support is needed beyond these interventions, the Student Support Team will be consulted. The PLP will include specific course work and learning objectives, playlists (online learning activities via a rich array of interactive learning platforms), and goals for the term, as well as long-range planning such as tracking high school students’ credits earned towards a diploma, completion of A-G credits and four year course plan. Teachers help students set short-term and long-term goals and connect these back to their daily actions. Teachers will use the PLP as the road map for each student’s progress through their standards-aligned academic program, checking in with each student weekly about his/her progress in the course they teach, and adjusting specific objectives and longer-range goals as needed.

Technology will provide a critical facilitation tool for our personalization of learning. Every student at PRIME will have a Chromebook to access their PLP on the Summit Learning Platform. Every student has their own individualized Chromebook. Students may take them home if needed but they must sign them out at the end of each day and sign them in when they return to school.
The Summit Learning Platform is a free online tool that helps students track progress towards their short and long-term goals, learn content at their own pace and reflect on their learning with teachers. The Summit Learning Platform is a tool to support learning, as teachers will deliver instruction face to face. PRIME is not an online school, but does utilize instructional material that is housed online. For example, students may have electronic versions of their textbooks. Instead of opening a printed textbook, they would reference their textbook electronically. The PLP allows teachers to customize instruction to meet their students' individual needs and interests via “playlists” of curricula. This includes standards-aligned assessments and the capacity to embed different curricula and programs into the system. The PLP is a personalized page for each student, providing a dashboard for all of their classes, learning objectives, assignments, due dates, progress reports, and final grades. Depending on each student’s progress towards mastery, students may have different assignments on their playlists on any given day. For example, if a student has submitted a strong thesis for an essay, the teacher may assign a draft of the essay due later that week. If a student still needs more time to develop the thesis, the teacher would provide formative feedback and ask them to submit a revised version prior to starting the essay. While the due date for the essay may be the same for both students, the teacher is providing specific feedback and pacing that meets each student’s needs.
Through their PLP, students will be able to use the ever-growing body of rich on-line curriculum (all integrated through the Summit platform) to practice skills and engage in fun, game-like learning that adapts continuously to their individual needs. As a guideline, students will spend a third of the class time receiving direct instruction, a third of the class time working in groups, and a third of the class time working independently (allowing the teacher to check in with individual students). This may change, depending on the content and nature of the class. For example, in science classes, students may spend a third of the time receiving direct instruction and the remaining class time conducting a lab. Like the PLP, on-line curriculum is an instructional tool teachers use to support learning. They may access it during direct instruction, during group work, or during independent work. For example, a social studies teacher may refer to an AP Document Based Question (DBQ) online and project it for the whole class to see. Through a whole class discussion, the teacher will lead a conversation with students on strategies to best approach answering that type of question. The teacher may then break the class into groups and have them practice those strategies using DBQs selected by the teacher and housed online. Students may also be assigned DBQs to work on independently for as a homework assignment. At the middle school level, teachers will utilize online curriculum in a similar way using grade level appropriate content. Through this interactive software, learning is easily differentiated as students can choose from different activities based on their preferences (selecting from a teacher-curated “playlist” created just for them in their PLP, based on their specific learning objectives and goals for the term), and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. Additional web-based applications and websites such as Newsela offer current readings targeted directly at a student’s Lexile level, allowing all students to effectively engage in projects, classroom discussions, homework, and individual research using materials that are challenging yet appropriate for their personal skill level. Instruction in phonetics, reading, math, science, history and much more can be found on high-quality, standards-aligned free websites such as khanschool.org, www.nasa.gov, pbskids.org, coolmath-games.com, and many more.
In many programs, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasingly levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly. These programs also provide real-time data to teachers so that teachers know the exact levels and even specific standards mastered by students on an on-going daily and weekly basis.

https://www.summitlearning.org/program/online-platform

This allows teachers to develop and refine their instructional strategies (and playlists for individual students) to ensure that each and every student is meeting the defined criteria for academic success. Teachers are more effectively able to make immediate adjustments during a lesson or in preparation for a lesson because they are provided with organized, accessible, and timely data on their students’ progress.

Students also submit assignments through the Summit portal from Google Docs or their online curricula, and receive feedback/graded assignments electronically as well. All course assignments, electronic texts, and supplemental materials (i.e. videos, rubrics, PowerPoint) will be accessible through the PLP, providing students with full access to their learning. Teachers can provide feedback and return assignments when they are graded, rather than wait until when the class meets next. Students can use the PLP online platform to ask teachers questions about the comments on the assignment, as well as arrange time during Learning Labs or morning Office Hours to discuss concepts or topics further. Students also use the PLP to work collaboratively on assignments, even if they are not physically in the same place. Each student’s contribution can be distinguished through an electronic submission, so that individual grades within a group project can be given.

It is important to note that the Summit Platform is simply a tool to facilitate teaching and learning at PRIME, it is no way meant to replace or subvert the importance of the teacher. Unlike an online school, where students work independently for the day, or a blended learning environment, where students work mostly online and sometimes with a teacher face to face, PRIME students’ learning is delivered through teacher led classes. Teacher will develop lesson plans for their class and will deliver direction.
instruction during their classes; in addition they may divide the class into smaller working/reading groups, use rotating stations, or other collaborative strategies to deliver content to the student. All students will access the same standard aligned grade level content; this is facilitated by integrated learning platform. That said, since the students' textbooks and class documents are housed on the Summit Platform, then the student would access the platform if they need to refer to their textbook or access a lab report. Like physical texts, the integrated learning platform is simply a tool that houses that information. However, unlike a textbook, the information can be delivered in a variety of ways; these include printed text, videos, podcasts, etc. In addition, students would access the Summit Platform to take collaborative notes or work on a lab report. In total, PRIME students spend no more time in class on the Summit Platform than the average student spends accessing normal standard course material. Ultimately, the integrated learning platform is a tool our teachers use to support student learning and reaching grade level standards.

PRIME teachers can also use the Summit Platform and the PLP’s housed there to provide differentiation during class time. For example, if a teacher has a small group of students who are struggling to develop a thesis statement, then the teacher could have the majority of the class access their PLP to watch a short video on finding and determining valid sources before they begin to do their initial research while the teacher works with the struggling students.

In short, the Summit Platform facilitates teaching and learning at PRIME. In addition, students and parents have access to the information listed at any time. Summit and the PLPs provide a cohesive system for students, teachers, and parents to track student learning and progress, as well as attendance, behavior, and more.

Mastery-Based Learning: In a Mastery-Based approach, students complete summative assessments (publisher and teacher-created) to demonstrate their mastery of content before they move on to the next lesson or unit. Through a transparent, student-driven approach using formative assessments as part of the learning process, students (and teachers) see which strands and skills they have mastered and which they need to complete. Students have an opportunity to relearn the material in different ways, including online curricula/skills practice (with either the same, or different items in their playlists), working with teachers in small groups or one-on-one, alternative kinds of scaffolding and support provided by teachers. As a guideline, teachers will spend a third of the time on direct instruction, a third of the time with students working in small groups, and a third of the time working one with students working independently. This will differ, depending on the content and type of work students are doing. They may also have individual time to work. Students then try once again to demonstrate mastery. Students demonstrate mastery through various forms of assessment. Examples may include (but are not limited to) exams, presentations, essays, lab reports, and research papers. Rubrics will be used to assess mastery of each concept. If a student does not exhibit mastery on a concept assessed in an exam, they have the opportunity to strengthen their skills regarding that concept. Working with the teacher, when the student is ready to demonstrate mastery, they can be assessed on that concept again. This ability to “pause” on material that is challenging before moving on is instrumental in long-term student success.

Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning. A good analogy for this is the road test that is required to receive a driver's license. What if, before getting your driver’s license, you received a grade every time you sat behind the wheel to practice driving? What if your final grade for the driving test was the average of all of the grades you received while
practicing? Because of the initial low grades you received during the process of learning to drive, your final grade would not accurately reflect your ability to drive a car. In the beginning of learning to drive, how confident or motivated to learn would you feel? Would any of the grades you received provide you with guidance on what you needed to do next to improve your driving skills? Your final driving test, or summative assessment, would be the accountability measure that establishes whether or not you have the driving skills necessary for a driver’s license—not a reflection of all the driving practice that leads to it.\(^{36}\)

Like the example above, frequent, formative feedback on assignments will be provided through online curricula and assessments, teacher and publisher-created rubrics, checklists and written comments. Our teachers will also use instructional tools such as temperature checks and daily exit tickets to help assess student understanding in their classes—a critical need especially during extended class periods like our rotating block schedule. This is a basic example of part of our assessment, analysis and action cycle, described more thoroughly in Element 2/3. Regular summative assessments will be used to determine the level of mastery a student has achieved; these assessments will inform students’ class grade. Assessments that are given in the latter half of the term are weighted more heavily, as these evaluate the application of more complex skills and concepts. The connection between formative and summative assessments is important, because the formative feedback will guide a student towards mastery of concepts and skills, which are measured in the summative assessment. Summative assessments include, but are not limited to, essays, publisher and teacher-created exams, research papers, presentations, and PBL products. These can include videos, public service announcements or plans for community action. Teachers will continuously review a wide variety of both formative and summative assessments, combined with face-to-face instruction in whole class, small group and one-on-one time, to determine student mastery.

The Mastery-Based approach will be particularly beneficial to the significant number of new students we anticipate will enter PRIME one or more grade levels behind. Studies have shown that students who are off track in the 9th grade year have a low chance of completing the requirements for a high school diploma.\(^{37}\) Quality online curricula can meet students at their level and provide individualized curriculum and instruction to each student, including remediation. This allows students who are behind to build the core skills they need to eventually master the grade level standards. Rather than expect every student in the class to be at the same place at the same time, this model meets students at their level, providing more meaningful instruction that leads to authentic learning. Teachers can create more differentiated lessons plans and pacing guides for groups of students in the same class and leverage the technology to meet their students’ unique needs. English Learners and other students with special needs benefit from diverse materials used to teach the core content, including programs that use visuals and media to teach concepts, integrating language in a way that is particularly effective for English Learners. Programs such as Achieve 3000, a literacy program, have customized supports for English Learners built into the software.

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In the same way, students who are excelling in a particular subject or course do not have to wait for their peers to catch up before they can proceed in their learning, rather, once they demonstrate mastery of the content, the teacher helps them plan the next steps via their PLP. In some cases, this may include additional challenges and more rigorous/in-depth work, or accelerate into more challenging material.

**Learning Lab:** To further support our Master-Based Learning model, PRIME will implement a Learning Lab model with 55 minute sessions four times weekly in Middle School and 70 minute sessions for 9th and 10th graders, to ensure students receive focused attention and support. During Learning Lab, students in need of additional assistance can schedule brief one-on-ones with their teachers (as available; additional Office Hours will be available before school as well), work with tutors, meet with the College Counselor, or with one of our psycho-social Counselors (including peer support groups scheduled during Learning Lab time). This time in the schedule will also be used for SpEd support in small groups or one-on-one. EL students may be assigned to an ELD class – grouped by proficiency level during Learning Lab time. ELD students may participate in Learning Lab time. Depending on the ELD level, students may need more ELD classes and fewer Learning Lab Time during the week, and vice versa for students who are in higher ELD levels. This will be determined at the beginning of each semester and reassessed during the quarter mark. Focusing on English Language Development during this time is the most beneficial use of the students’ time because it gives them greater access to all their course material.

Students who need extra challenge similarly will work with teachers during this time to delve into chosen topics more deeply. Learning Labs will be required for all 9th and 10th graders. In 11th and 12th grades, Learning Lab time will be used for scheduled test prep support (SATs, CAASPP, AP exams), college prep support (essay writing, applications, etc.); upper level students in need of extra support may also schedule Learning Lab sessions in lieu of electives.

**Project-Based Work With Deep Community Engagement:** Throughout their learning, teachers provide opportunities for students to engage in hands-on, interdisciplinary projects. In alignment with CCSS, we will emphasize “what students can do with knowledge, rather than what units of knowledge they have,” the essence of 21st century skills. As noted above, core classes are scheduled in rotating 90 or 110 minute blocks. This schedule allow more in-depth labs, experiments, research, PBL, and collaboration among students in each of their core classes, in addition to more traditional lecture/direct instruction and online learning.

Teachers will have common grade level and subject/department planning time to collaboratively plan cross-curricular activities and in-depth explorations for students. Standards-aligned projects may include scientific investigations that incorporate math concepts, nonfiction reading and writing across classes over a period of weeks, or deeper exploration of socio-political concepts in history as they relate to today, through readings, writings and debates. Narrative and expository literature and high interest trade books will serve as key resources for thematic instruction, with an emphasis on reading and writing across the curriculum. Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.”

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Writing,” which can take several forms, including journal writing and reflection of process. This is used in Project Based Learning to help students think about process, reflect on problems/issues they have encountered, and acknowledged successes. Through this project-based, collaborative work, critical thinking and collaboration will coexist alongside project management. Learning how different content areas interact represents real understanding.40

In addition to project-based learning throughout their core classes, every student will be enrolled in Points of View (POV) class each year. These classes will present a “challenge-based” approach to PBL, where teachers – in close collaboration with external community partners/mentors – will pose a community challenge for students, and students will then use a design-thinking process to gather information, brainstorm, create and implement solutions to real issues in the community. For instance, students may evaluate and problem-solve the availability of fresh produce in their neighborhood, or create safe after-school and weekend play spaces for children. POV offerings will allow student to do research on topics like Environmental Racism, Social Entrepreneurship in Los Angeles, and Urban Planning and Development, to Gaming and App Design and Electronic Music and then use their findings to develop solutions to problems in the community. Students will be assessed on their engagement with the community, their final presentation (one per term), and the feasibility of their solution.

This is a space where students have an opportunity to engage deeply with teachers, each other, community partners, and working professional. Moreover, POVs provide students with an opportunity to have a direct and positive impact on their community. While these signature experiences have a local focus, they will also include Greater Los Angeles, as well as global and digital communities. Throughout their POV work, students will collaborate with their peers (learning to both lead and follow, mentor and receive help); master oral and written communication skills with diverse community members; create, invention and design; engage in project design and planning work; research, evaluate and analyze information and data; test, assess, fail, refine and revise; reflect and self-assess; and ultimately complete presentations of their learning and the actions they ultimately took to address the challenge via both classroom and community presentations. In other words, they master skills that are imperative in today’s workforce. Community partners will serve as project consultants, mentor students and judges final student presentations of learning. Through this, students develop a willingness and ability to take risks and see problems as opportunities for innovation.

Our challenge-based projects in POV will also rely on “design-thinking” processes. “Design thinking is a deeply human process that taps into the abilities we all have but get overlooked by more conventional problem-solving practices. It relies on our ability to be intuitive, to recognize patterns, to construct ideas that are emotionally meaningful as well as functional, and to express ourselves through means beyond words or symbols. Nobody wants to run an organization on feeling, intuition, and inspiration, but an over-reliance on the rational and the analytical can be just as risky. Design thinking provides an integrated third way,”41 according to IDEO. . . Applying this mindset and thinking “like a designer” is a great approach for all of us, in and beyond schools, to tinker with and create new solutions that we might not have thought of before.42

40 Gregory Cajete, Look to the Mountain: An Ecology of Indigenous Education, 1994
41 http://nextgenlearning.org/blog/solving-problems-design-thinking
42 http://nextgenlearning.org/blog/solving-problems-design-thinking
As students explore topics in a variety of ways and through various sources, they will learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement.\textsuperscript{43, 44} Data from the High School Survey of Student Engagement\textsuperscript{45}, which surveyed 275,925 students, reported that 81% of students found the material boring and 49% of students grades 9-12 reported being bored at least once a day in class.\textsuperscript{46} When asked what kinds of activities they found engaging, students reported that discussion/debate, group projects, lessons involving technology and student presentations ranked at the top of the list. According to another report on the rates of high school dropouts\textsuperscript{47}, 81% of students said that more real-world learning would have helped them stay in school. The authors of this study recommended that instruction and curriculum include more real-world connections. Additionally, in a 2007 survey, the authors’ reported that “avenues for short-term success through projects, performances, and experiential learning be built in. If you enter high school significantly below grade level it will require hard work and considerable time to produce quality high school work. In the meantime, students need to be experiencing success.”\textsuperscript{48}

We also believe that a critical component in building these underserved students’ self-esteem and confidence in their ability to realize ambitious goals for themselves is to help them see that even as secondary students, they can have a profound impact on their community and impact real change.

\textit{The five phases of the design process:}

![Image of the five phases of the design process]

https://designthinkingforeducators.com/design-thinking/

Students – and teachers – will be challenged to approach problem-solving in creative, even intuitive ways, encouraging risk-taking and the willingness to experiment.

\textsuperscript{43} Arlette Willis, Reading the World of School Literacy: Contextualizing the Experience of a Young African American Male. 1995
\textsuperscript{44} Shernoff and Csikszentmihalyi, Cultivating engaged learners and optimal learning environments. 2009
\textsuperscript{45} Ethan Yazzie-Mintz, Leading for Engagement. 2010
\textsuperscript{46} http://www.ascd.org/publications/books/114017/chapters/Why-Project-Based-Learning%C2%A2.aspx
\textsuperscript{47} Bridgeland, Diuilio and Morison, The silent epidemic: Perspectives of high school dropouts. 2006
\textsuperscript{48} Bridgeland, Diuilio and Morison, The silent epidemic: Perspectives of high school dropouts. 2006
PRIME’s challenge-based approach to learning ties California Common Core State Standards to applied academic knowledge. This provides higher engagement, as well as builds the skills of analysis, examination of multiple perspectives, presentation and oral/written rhetoric. While the issue or question being address will change depending on the POV class, the general structure of the POV classes will remain consistent during their time at PRIME. POVs begin with issuing a challenge from our community partner. Then teachers provide basic background information to ensure that all students have some content knowledge on the issue being addressed. We call this “the guided activities section” of POVs. Students then begin to do deeper research into the topic at hand to determine the root cause or causes of the problem. This then leads them to brainstorming solutions. At this point in time, we are working with our community partners to ensure the solutions address community needs. This helps our students understand multiple perspectives and build their presentation skills. This leads to an iterative process and concludes in implementation and final presentation.

This approach increases students’ retention rates and deepens their understanding of content material.49 We also know that authentic learning comes from failing as well as succeeding. Failure is a natural and necessary part of the educational experience at PRIME because we believe as John Dewey said “Failure is instructive. The person who really thinks learns quite as much from his failures as from his successes.”50 For us, the design and problem-solving processes require experimentation and prototyping. By definition, this is an iterative process and it requires taking risks. Both experimentation and prototyping require a willingness to fail, then grow and learn. Through these processes our faculty encourage students to think creatively, to try the new, the different, the unheard of. We believe that if these ideas fail then that failure is a means to new understanding and new ideas. In addition, as students develop prototypes, they gather feedback from our partners to direct the iterative process. Interaction with partners ensures that students develop solutions to problems that are human-centered and that the final solution meets the needs of the partner. This interaction also ensures that the iterative process is not circular and reminds the student that there is an end goal. Throughout this process, PRIME faculty guide and advise, giving students the support they need to successfully generate and implement solutions. Our teaching methods are designed to foster student engagement and the development of student voice and creativity.

Digital Promise, a group that has worked with Apple, developed the original framework for Challenge Based learning (CBL). This group not only provides a framework for this model, but they also provide a toolkit, have supporting research, and have collected stories from schools around the country regarding their experience with CBL. PRIME will expand upon this framework, by having a specific focus on the community. By challenging students to solve real problems in their community, PRIME increases student empowerment and engagement, thereby making learning real, worthwhile, and exciting. Learning is not one directional, as the adults (teachers and community members) will learn just as much from the students as the students will learn from the adults. At PRIME, this is how we define a vibrant learning community.

49 https://www.edutopia.org/blog/failure-essential-learning-bob-lenz
Social/Emotional Support: Success at PRIME includes our students’ social and emotional well-being. Numerous studies have documented the impact students’ social-emotional state has on learning and academic outcomes, ranging from a student’s fundamental need to feel safe in an orderly school environment, to fostering motivation and self-awareness in the learning process.51

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).52

Studies show that a major stumbling block in the educational development of underserved students is consistency. (For a more detailed survey of this and topics related to student post-secondary success see Kuh, Kinzie, et al, “What Matters to Student Success: A Review of the Literature,” National Postsecondary Education Cooperative, July 2006.)53 We recognize that many of our students will have significant challenges outside of school. Consistent supportive and positive interactions with caring adults may empower students “to do more than they think they can and helps validate them as full members of the campus community, which in turn legitimates their presence and makes them more comfortable to reach out and become engaged in a variety of activities.”54 For this reason, we will try to ensure that students stay with the same Advisor all three years of middle school and then the same Advisor for their four years of high school.

Advisory will be a core part of the program with daily grade-level Advisory sessions for all students in all grades. Advisory will be structured with formal curriculum on psycho-social and peer issues, health and wellness (including sexual education, alcohol and drug use, and healthy eating/fitness), life skills (banking/finance, resume and cover letter writing, proper workplace attire and behavior, etc.), test taking and study skills, and college prep. To measure and improve the level of our students’ experience, we will draw from the work at Stanford University and include the “Challenge Success” Program into our advisory curriculum. This program focuses on the whole child and the impact of our school structure (e.g. schedule, assessments, homework) on creating a healthy environment for every single one of our students, and we will use this as the focus of our advisory time. Additionally, topics such as resiliency, digital citizenship, and healthy relationships will be incorporated in advisory as well. Students will also learn how to assess and care for their own emotional well-being and stress through a variety of lessons and exercises geared towards their personal growth including mindfulness exercises. In addition, Advisory will include weekly one-on-one check-ins between the student and his/her Advisor, on both academic progress and peer/family issues. In order to gauge our progress, stakeholder feedback via surveys will be used to improve the advisory program.

52 Vega, V., 2012 http://www.edutopia.org/sel-research-learning-outcomes#definition
54 Kuh et.al., What matters most to student success: A review of the literature. 2006
**Parent and Community Partners:** We seek to establish PRIME as a true community hub, even hosting weekend farmers’ markets and other events, and inviting the broader community to engage in our school life and campus activities. Local community leaders and employers will be invited to help us plan and lead POVs, guest lecture, host job shadow days and interns. We have met with local organizations, such X-Prize, to discuss how we can collaborate on POVs. Ultimately, we plan to - partner closely with community service organizations, whereby our students and their families can receive health or other support services.

Parent education will be a focus of our operations. Community partners and our own staff will lead a series of workshops to benefit our families in a number of ways. These include providing parents with strategies to:

1) Strengthen their literacy and English language skills  
2) Support their child’s learning at home  
3) Understand their child’s development and pre-teen/teen behavior  
4) Understand college options, financial aid and the application process  
5) Deal with alcohol, drugs and other challenges  
6) Build a strong relationship with the school through effective communication

As detailed in Element 4, parents will be invited to participate in the PRIME Advisory Council will include parent, teacher, and student representatives, which will meet monthly to advise the Principals on school policies, resource allocations and other matters, assist in the development of PRIME School’s Safety Plan, develop, and review and adopt the Single Plan for Student Achievement. The Council is advisory in nature, with decision-making authority retained by the Principal and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors.

**Robust Professional Development and Collaborative Planning Time:** At PRIME, we believe that providing time and expertise for teachers to work and learn together will directly impact the success of our students. We start with summer professional development (PD) where our teachers will participate in intensive training and collaborative planning for our unique, personalized curriculum. (See Section below on Professional Development for more details.) Our bell schedule includes early release on Fridays so that teachers can engage in two hours of targeted PD and collaborative planning time. Grade level teams, and as the Charter School grows, departmental teams, will meet frequently to review student achievement data and collaboratively plan differentiation (on student playlists, as well as in class-room based project and hands-on learning). The Principal of each grade span also will meet with each teacher one-on-one frequently to review their curriculum pacing, lesson plans, and differentiation, along with student achievement data. Lastly, we have built in staggered pupil-free blocks in October, January and June for teachers to come together to review benchmark assessment data and ongoing formative data on students, plan POVs and other project-based work, and address challenges. (See below for more details about out Professional Development program.)
F. CURRICULUM AND INSTRUCTION

CURRICULUM/KEY FEATURES BY SUBJECT AREA

As noted above, the curriculum at PRIME will be integrated across disciplines and be presented in myriad ways, with an emphasis on real-world connections and skills students need for the 21st century. All curricula will be standards-aligned to CCSS/NGSS and the state frameworks, using both online and text-based learning from a variety of publishers. As noted earlier, all students will use Google Docs and the Summit Basecamp PLP portal, with the vast majority of textbooks and supplemental materials provided in an electronic format. Housing all work in the Cloud will allow students ease of access to their learning materials.

All courses are a full-year in length unless otherwise noted.

The following sections detail middle grades then high school courses under each subject area. Please note that not all courses will run every year. This will be contingent upon student enrollment and staffing.

a. English Language Arts—Core and College Preparatory

According to Arthur Applebee, Professor at the University of Albany and Advisor to the National Assessment of Education Progress, part of the promise of the national Common Core ELA standards – applicable to California’s Common Core as well -- is “(1) a strong vision in the college and career readiness standards, (2) a central place for writing within an integrated view of language arts, (3) a helpful view of progress in reading comprehension, (4) and a broadly shared responsibility for literacy instruction.”55 PRIME’s ELA curriculum is based on these goals and the California Common Core State Standards for English Language Arts, along with the 2014 ELA/ELD Frameworks. Teachers engage in vertical articulation and collaborate with their peers in other subjects to integrate ELA strands into other core classroom learning. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards. Leveled libraries and guided reading (based on Fountas and Pinnel’s Guided Reading), Newsela nonfiction and current events, and Achieve 3000 differentiated literacy for nonfiction all will supplement core instruction. Teachers also use trade books, primary historical documents, and non-fiction texts, i.e. Time Magazine for Kids and the Los Angeles Times).

Students are required to be enrolled in an English Language Arts course every semester, and must successfully pass all English classes at the High School level in order to graduate.

MIDDLE GRADES

Students in our middle grades program will benefit from a rich array of reading and writing across all areas of the curriculum. In ELA classes, they will learn to read different types of texts and analyze the development of arguments throughout each text, comparing and contrasting the writer’s argument, and analyzing the validity of evidence presented using critical thinking and analysis. Students will read rigorous fiction and non-fiction texts, prose and poetry, with embedded social studies/history themes throughout, including reading literature from ancient cultures they are studying in 6th grade, through early American literature. Pearson Literature texts and the iLit program for struggling readers will be

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used as the basis for instruction, along with online programs including Accelerated Reader, Achieve 3000, Lexia and Study Island. Students will be able to access books online tied to their lexile levels. Teachers will continuously differentiate and scaffold instruction, modifying student playlists as needed to ensure that each student is able to meet grade level standards, with the goal that all students complete 8th grade at or above grade level in reading.

In alignment with CCSS grade level standards, students will learn to diagram complex sentences, engage in close reading of complex content, debate and discuss what they have read, collaborate to exchange and evaluate information, and self-assess their own writing and analysis. Students will learn and gain expertise in writing that uses evidence to support a thesis, both in ELA as well as other classes. Students’ understanding of the precise meaning of words, academic language, conventions of speech/written word, structural features of informational text and materials, and understanding fundamental elements of literature all support greater comprehension. Students continue to acquire and accurately use general academic language and domain-specific vocabulary. In 6th grade, students will analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence as they actively engage with text. They will learn to engage in deeper analysis of literature and informational text. In 7th grade, students develop stronger communication skills and comprehension strategies, including connecting concepts and information between two or more texts and evaluating evidence more critically. Student writing similarly uses evidence to support claims and demonstrate a deeper understanding of concepts and ideas contained in readings. In 8th grade, students analyze literature and discuss how modern works of fiction draw on traditional themes and characters. Students evaluate ideas and claims in non-fiction writing, debating and contrasting perspectives and the weight of evidence used to support arguments. Students write analyses and research reports based on their reading. Students also debate and discuss different arguments and learn to defend their own arguments with appropriate evidence. In addition to reading and writing, learning at PRIME will emphasize listening and speaking skills as crucial to 21st century proficiency, including students’ term-end Presentations of Learning of their POV projects. Students will have continuous opportunities to practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and the presentations of their peers. Students will also learn the differences between writing an essay and presenting it publicly.

HIGH SCHOOL
Our high school curriculum will incorporate the same instructional practices outlined above, as well as offer courses that meet the UC/CSU A-G requirements. Students are required to take four years of course work in the ELA department, and four years’ credit, with grade C or above, is needed for graduation.

English Language Arts I (9th Grade) Core/College Prep

Description: English I is a literature-based course that builds upon students’ skills in writing, reading, comprehension, and communication. Students examine many aspects of English and global literature, including novels, plays, poetry, graphic novels, expository pieces and musical lyrics. Throughout the year students complete narrative, persuasive, literary analysis, expository, and informational, and poetry writing. Students will be asked to compose well-written analytical responses to fiction and nonfiction classic and contemporary works. In additions, students will be asked to write in multiple styles, including argumentative, informational, and narrative forms. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and
research writing projects, the study of English grammar and mechanics, vocabulary exercises and class
discussion.

**English Language Arts II (10th Grade) Core/College Prep**

**Description:** English II focuses on reading, writing, and speaking; students will read and analyze prose written in a variety of periods, disciplines, and rhetorical contexts all from a global perspective with a particular focus on the late 19th century to the modern day. Students read literature and identify literary archetypes and universal themes across works. Students learn to identify literary terms and the author’s use of them. Students write compositions throughout the year based on the literature read in class. Students will write and speak in a variety of rhetorical modes, primarily argument, expository, and narration. Students will formulate skillful judgments of their own and deliver focused and coherent presentations that convey clear perspectives and solid reasoning. Students will develop the conventions of standard English grammar and usage when writing or speaking.

**English 11 (11th Grade) Core/College Prep**

**Description:** English 11 is an all-inclusive language arts course spanning various genres of American literature dating from the pre-colonial period through modern day. Genres explored during this course include poetry, drama and classic American literature with an emphasis on persuasive, narrative, informational/technological, and expository approaches to literature. Students develop in-depth understanding of the evolution of American literature through critical analysis, writing assignments, group and individual projects, and various forms of assessment. A clear understanding of historical connections to literature guides students in the area of reading comprehension, and provides them with solid footing in their ability to analyze and critically discuss American literature. Throughout this course students are introduced to new vocabulary terms to advance their use of vocabulary in written and oral communication as well as aid them in their preparation for the SATs.

**English 12 (12th Grade) Core/College Prep**

**Description:** English 12 is an extensive examination of World Literature: novels, plays, short stories, and poems. The curriculum stresses the development of critical thinking and writing, with a focus on analysis of authorial intent and technique. Frequent assessment, oral and written, individual and group, reinforces our study and practice of the persuasive, expository, narrative, informational, and technological writing approaches.

**AP Literature and Composition (11th-12th Grade) Core/College-Prep**

The Advanced Placement English Literature and Composition course engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide meaning and to elicit emotion from the reader. Students consider a work’s structure, style, and themes as well as figurative language, imagery, symbolism, and tone. AP English Literature and Composition is a college level course that demands a high degree of preparation, reading, analysis, writing and critical thinking. All students are also required to take the AP Literature and Composition exam at the end of the course sequence.

**English Language Development (ELD) Core/Non-College Prep**

This multi-leveled class (with multiple sections, as needed, based on enrollment) will be offered during Learning Lab time, as this is the time when all students are strengthening their academic skills. This English Language Development class is considered the Designated ELD at PRIME and will be provided for students in Levels 1-5 by CLAD certified teachers daily for a total of 280 minutes each week. In this case, students in need of targeted ELD instruction will be afforded more time to strengthen this skill. It is
designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. Our ELD program implements both the California ELD Standards and the ELA/ELD Framework. Our ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type.

(ELA/ELD Framework p. 9-10.)

We will facilitate the English development and mastery for our ELs (including LTELs) through direct instruction, collaboration with content teachers and communication with parents. The course uses Achieve 3000 as its foundation, with the structure and direction of the class differentiated significantly based on individual students’ needs (see also the section on English Learners, below.)

b. Mathematics – Core/College-Preparatory

Dr. Judit Moshkovitz, a professor of education at UC Santa Cruz, wrote that the emphasis for teaching mathematics should be focused “on making connections, understanding multiple representations of mathematical concepts, communicating their thought processes, and justifying their reasoning.”56 Indeed, at PRIME, we believe that one of the best ways to help students make connections to concepts and provide relevance to topics is to have them use the information they learn to solve real world problems. Research suggests that “learning is more meaningful and students tend to retain more mathematical concepts when teaching is rooted in cultural and social justice experiences.”57 Indeed, we know all students need a high-quality mathematics program designed to prepare them for college, career, civic life, and financial stability. The California Common Core Math Standards reflect the importance of focus, coherence, and rigor. These standards stress conceptual understanding, procedural skill, fluency, and application to ensure that students are not only learning but also retaining critical information that they need to succeed at higher levels and apply their learning to complex situations.

Learning objectives and outcomes will be aligned to the rigorous CA CCSS mathematics standards. Teachers will use the Mathematics Frameworks for California Public Schools for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical

56 http://ell.stanford.edu/sites/default/files/pdf/academic
papers/02JMoschkovich%20Math%20FINAL_bound%20with%20appendix.pdf
57 http://journals.sagepub.com/doi/pdf/10.3102/0034654315582066
reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

MIDDLE GRADES
PRIME MS’ Math program will rely on CPM’s Core Connections Math program, aligned to CCSS. Grades 6-8 math will focus on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data. Students use problem-solving strategies, questioning, investigating, critical analysis, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. The curriculum is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

As detailed on CPM’s website Math Course I will include the following algebraic concepts: representations of linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts; symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, and expanding exponential expressions; analysis of the slope of a line multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically; solving equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression), and solving systems of two equations and inequalities with two variables using a variety of strategies, both graphically and algebraically. In addition Math course I will include the following geometric concepts: using of rigid transformations (reflection, rotation, translation) and symmetry to demonstrate congruence and develop triangle congruence theorems; using coordinates to prove geometric theorems, making geometric constructions (with compass and straightedge), and simple geometric proofs. Furthermore, the following mathematical concepts will also be included in Math Course I: representing of arithmetic and geometric sequences, including using tables, graphs, and explicit or recursive formulas; Using of exponential models to solve problems, and to compare to linear models; using statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots; and developing an understanding of the differences between association and causation, and interpretation of correlation in context.

Math Course II will formalize and extend the geometry that students have learned in previous courses by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. Math Course II will focus on the following geometric and trigonometric concepts: geometric transformations (reflection, rotation, translation, and dilation) and symmetry, the relationship between figures (such as similarity and congruence) in terms of rigid motions and similarity transformations, the properties of plane figures; proofs of geometric theorems (investigate patterns to make conjectures, and formally prove them); modeling with geometry.

http://cpm.org/key-features
measurements of plane figures (such as area, perimeter, and angle measure); theorems about circles, including arc lengths and areas of sectors; measurements of three-dimensional solids (such as volume and surface area); and tools for analyzing and measuring right triangles, general triangles, and complex shapes (such as the Pythagorean Theorem, and trigonometric ratios). In addition the following algebraic and mathematical concepts are also covered in Math Course II: probability (independence and conditional probability, compound events, expected value, and permutations and combinations); investigating and using a variety of functions including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions; representing of quadratic functions with a graphs, tables, equations, and contexts; symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions; and using algebra to write and solve equations arising from geometric situations.

Math Course III will apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. Math Course III will focus on helping students visualize, express, interpret and describe, and graph functions and their inverses. Given a graph, students will be able to represent the function with an equation, and vice-versa, and transform the graph. Students will be able to manipulate and interpret graphs and equations from the following function families: absolute value, exponential, linear, logarithmic, piecewise-defined, polynomial, quadratic, square root, and trigonometric. In addition, students learn to use variables and functions to represent relationships given in tables, graphs, situations, and geometric diagrams, and recognize the connections among these multiple representations, to solve linear or quadratic equations in one variable, systems of equations in two variables, and linear systems of equations in three or more variables; to use of algebra to rewrite complicated algebraic expressions and equations in more useful forms. The application of multiple algebraic representations to model and solve problems presented as real world situations or simulations. Math Course III will also include the following algebraic, geometric, and trigonometric concepts: the relationship between zeros and factors of polynomials; operations that contain complex numbers, and solving quadratics with complex solutions; Law of Sines and Law of Cosines, modeling periodic phenomena with trigonometric functions, calculating the sums of arithmetic and geometric series, including infinite geometric series; randomness and bias in survey design and interpretation of the results; using normal distribution to model outcomes and to make inferences as appropriate; using computers to simulate and determine complex probabilities; using of margin of error and sample-to-sample variability to evaluate statistical decisions, and solving trigonometric equations and proving trigonometric identities.

PRIME also will utilize ST Math for additional skills development and mastery of content standards. ST Math, from the MIND Institute, includes engaging, CCSS-aligned manipulative games that are mastery-based. ST Math offers help for students in need of remediation and builds on students' conceptual understanding of select on-grade-level math concepts from 6th, 7th and 8th grade mathematics. The software is designed to connect interactive visual models to abstract concepts and language components for each math topic, which helps ELs as they gain English language proficiency. The built-in diagnostic tool personalizes the learning path for students and gives each student the intervention content that he or she needs. Individualized student reports provide teachers with diagnostic results and real-time content mastery for each student.
PRIME School

HIGH SCHOOL
PRIME will implement CPM’s Integrated Math sequence at the high school level, a five-year sequence of college preparatory mathematics courses that starts with Integrated I and continues through Calculus. Students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The courses are well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference). The courses embed the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course.

All courses will be UC/CSU approved to meet A-G requirements. Students at PRIME will be required to complete three years of Mathematics, though four years is recommended.

Integrated Math I, (9th Grade) Core/College Prep
Students in Core Connections Integrated I use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

Key learnings addressed in this course will include an analysis of the slope of a line multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically. Students will learn representations of linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts. They will be able to use symbolic manipulation of expressions to solve problems such as factoring, multiplying polynomials and expanding exponential expressions. They will learn how to use a variety of strategies to solve equations inequalities such rewriting (i.e. distributing, completing the square), undoing (i.e. extracting the square root) and looking inside (i.e. determining the possible values of the argument of an absolute value expression). They will solve systems of two equations and inequalities with two variables using a variety of strategy. They will demonstrate congruence using reflection, rotation and translation, and develop triangle congruence theorems. Students will use coordinates to prove geometric theorems and learn simple geometric proofs. They will use exponential models to solve problems, and to compare to linear models. Students will conduct a statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots. Students will understand the differences between association and causation, and interpretation of correlation in context. Finally, students will use representations of arithmetic and geometric sequences, such as tables, graphs and explicit or recursive formulas.

Integrated Math II, (10th Grade) Core/College Prep
This course aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

Students will learn about Geometric transformations (reflection, rotation, translation, and dilation) and symmetry. They will understand the relationships between figures (such as similarity and congruence) in terms of rigid motions and similarity transformations. They will make proofs of geometric theorems,
and model with geometry. They will learn theorems about circles, be able take measures of plane figures and measure three dimensional solids. They will use tools to measure triangles, complex shapes using the Pythagorean Theorem and trigonometric ratios. Probability, including compound events, expected value, permutations and combinations will be examined. Students will use algebra to write and solve equations arising from geometric situations. Students will learn how to represent quadratic functions with graphs, tables, equations and contexts. Students will also investigate variety of functions including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions.

Integrated Math III, (11th Grade) Core/College Prep
This course aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

In this course, students will learn to visualize, express, interpret and describe, and graph functions (and their inverses, in many cases). Given a graph, students will be able to represent the function with an equation, and vice-versa, and transform the graph, including the following function families: absolute value, exponential, linear, logarithmic, piecewise-defined polynomial, quadratic square root and trigonometric. Students will use variables and functions to represent relationships given in tables, graphs, situations, and geometric diagrams, and recognize the connections among these multiple representations. They will apply multiple algebraic representations to model and solve problems presented as real-world situations or simulations. Students will learn to solve linear or quadratic equations in one variable, systems of equations in two variables, and linear systems of equations in three or more variables. Students will use of algebra to rewrite complicated algebraic expressions and equations in more useful forms. Students will learn to rewrite rational expressions and arithmetic operations on polynomials and understand the relationship between zeros and factors of polynomials. Students will learn operations with complex numbers, and solving quadratics with complex solutions. Students will learn the applications of the Law of Sines and Law of Cosines. Students will model periodic phenomena with trigonometric functions and calculate the sums of arithmetic and geometric series, including infinite geometric series. Students will learn the concepts of randomness and bias in survey design and interpretation of the results, as well as use margin of error and sample-to-sample variability to evaluate statistical decisions. Students will learn to use normal distribution to model outcomes and to make inferences as appropriate. Students will use computers to simulate and determine complex probabilities. Students will solve trigonometric equations and prove trigonometric identities.

Pre-Calculus (12th Grade), One Semester, Core/College Prep
Pre-Calculus extends the students’ understanding that multiplying a given set of points by a complex number amounts to rotating and dilating those points, using matrices, in the complex plane about zero. Inverse functions are explored and students study exponential and logarithmic functions and restrict the domain of the trigonometric functions to allow for their inverses. Right triangle trigonometry will be expanded to include circular functions, with applications. Complex numbers, polar coordinates, analytic geometry and conic sections will also be included. Emphasis is on applications and problem solving with the aid of graphing calculators. Students must have completed Integrated Math I, II, and III in order to take this course.
Probability and Statistics (11th Grade), Core/College Prep
Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. The main foci of the course will be exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs. Students must have completed Integrated Math I, and II in order to take this course.

AP Computer Science, (12th Grade) Core/College Prep
This is an introductory computer science course that explores the seven big ideas of computer science: creativity, abstraction, data, algorithms, programming, devices, and innovation. Programming is emphasized in this course and the principles of computer science are investigated in depth through creating digital artifacts with computers. Students must have completed Integrated Math I, II, and III in order to take this course.

Financial Algebra (12th Grade) One Semester, Core/College Prep
Mathematics plays a fundamental role in today’s world, including our complex financial environment. Using practical business problems and real-world non-profit, business, and personal financial issues, this course will explore areas of mathematics that help us understand, predict, and control our financial world. Topics such as investments, the stock market, business start-ups, banking, credit cards, insurance, income taxes, business planning, home buying, and budgeting are the framework in which students will explore and master mathematical concepts and skills such as data analysis (scatter plots, averages, frequency distributions); fitting data to equations; linear, quadratic, exponential, and piecewise models; interest formulas (simple, compound, and continuous); and present and future value. Students must have completed Integrated Math I, and II in order to take this course.

Calculus, (12th Grade) Core/College Prep
This introductory course covers the fundamental concepts of differential and integral Calculus. Students learn how these concepts can be applied to the fields of physics, life science, and social sciences. This course presents many of the same topics as AP Calculus AB, but in a less rigorous fashion. Using a graphing calculator to analyze graphs and as a problem-solving tool is a significant part of the course.

AP Calculus, (12th Grade) Core/College Prep
The content of this course in differential and integral calculus is a rigorous High School level calculus course. The topics range from limits and continuity through derivatives and their applications to integrals and their applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The use of graphing calculators is an integral part of the course, allowing the student to explore a variety of approaches to a problem. Students must have completed Integrated Math I, II, and III, in order to take this course it is also highly suggested that they take Pre-Calculus before enrolling in this course.

c. History and Social Sciences-- Core and College Preparatory

Nelson Mandela wrote that “Education is the most powerful weapon which you can use to change the world.” Our History and Social Science program is built upon helping students make meaning of the world around them, allowing them to live their lives as informed, engaged, active and responsible
citizens. The study of history promotes a learners’ understanding and engagement with their world, of the complex interplay of different forces and the successes and challenges we face today. We use the social sciences to motivate students to solving problems on both a local and global scale and show them how to personally create change within their neighborhoods, communities, state, and country.

PRIME will adopt the new state standards as they are released. History and Social Science at all grade levels will place a heavy emphasis on interdisciplinary learning. At all grade levels, the curriculum will be enhanced whenever possible with multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips, budget-permitting. While covering the social science standards, teachers will also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students will apply reading comprehension and vocabulary strategies to their social studies text and will complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

Students will be exposed to the rich and compelling environment that the social sciences provide for high level thought and critique. They will consider the social sciences as a key lever for and gateway to powerful societal change, founded upon a deep knowledge of how governments function and an understanding of how to learn from and capitalize on the successes and failures of prior generations. Critical to becoming future citizens of the world, PRIME students will develop intellectual independence through the ability to analyze articles and texts as well as by becoming informed users of our social media, news, and internet information.

At all grade levels, Social Studies/History learning will explore themes, issues, and ideas from seminar-style discussion; academic, magazine, and newspaper articles; excerpts from fictional works and memoirs; video and film; the Internet; personal interviews; and students’ individual experiences. Courses focus on the development of increasingly sophisticated oral and written rhetoric that convey well-defined perspectives and tightly reasoned arguments. Over the course of the year there is a steady progression in text complexity levels, sophistication of writing tasks, speaking and listening activities, and increased opportunities for independent and collaborative work. The students use research, critical thinking, and analysis to develop in the arguments for written and oral presentations throughout the year.

MIDDLE GRADES
In middle school, students must be enrolled in a social studies class each year in order to matriculate to high school.

We will use Pearson’s middle grades history curriculum as our primary source, along with primary and secondary resources chosen by teachers in order to support student investigations into multiple perspectives on historical events and concepts. Teachers will provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. To assist our EL students, teachers will use a variety of graphic organizers, charts, and visual aids to support students’ developing analytic skills. Teachers will emphasize stories about the groups of people and individual historical figures who particularly impacted their times.

In 6th grade, students will study ancient world history and geography, learning about the earliest human societies including Ancient Egypt, India, China, Greece, Rome, the Americas and more. Students will study ancient texts, systems of laws and philosophies. In 7th grade, students focus on the medieval
period and early modern history, including the rise and fall of empires, religious and linguistic developments and conflicts, the Renaissance and Reformation. Eight graders focus on the early development of our nation, from the Revolution and Constitution to the American Industrial Revolution. Throughout these courses, geography, economics, philosophy, laws and concepts of human society and evolution will be integrated with discussions about our current world and current events.

HIGH SCHOOL
All courses will be UC/CSU approved to meet A-G requirements. Students at PRIME will be required to complete three years of History and Social Science: World History and Geography of the Modern World, US History and Government and Economics are required to graduate.

Ethnic Studies (9th Grade) Core/College-Prep
This course is modeled after the LAUSD course of the same name. The description is as follows: “Ethnic Studies courses operate from the consideration that race and racism, have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other racialized peoples in the US. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions (Adapted from UC Berkeley, Department of Ethnic Studies).

The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own. This course will also include an Identity section where students will consider concepts related to their own personal, group, and/or national identity.”

10th Grade: World History and Geography of the Modern World Core/College Prep
This course begins with an examination of the 18th century world and runs to the present day. Students will compare and contrast events and developments such as the impact of the Enlightenment, Industrial Revolution, and Imperialism to today's world. By examining the key events and people that have influenced the development of our modern day landscape, students will apply content knowledge to the skills and processes of historical thinking, inquiry, and research, as well as think systematically about personal, national and global issues, including peace, democracy, human rights, global trade, human impact on the environment, and other pertinent issues. Case studies of lives of people from around the world will be used to broaden students’ intellectual perspectives. Ethical dilemmas will be presented and students will debate contentious current issues. Core components of the course include design-thinking, seminar discussions, and collaborative problem-solving helping students to develop their written and oral analysis, argument, and presentation, problem-solving, and collaboration skills. This course fulfills the 10th grade requirement for Social Studies.

11th Grade US History Core/College Prep
The required course focuses on United States history and culture from the 19th century to the present day. Themes such as the expansion of federal power, the emergence of the U.S. as a superpower, broadening the scope of citizenship, grassroots movements, and the increasing diversity of the United States, will be investigated in more detail. Through class discussions, readings, and guest speakers,
students are encouraged to develop ideas and opinions about how society can best balance what is beneficial for the individual with what is beneficial for society as a whole. Coursework will focus on connecting past events to contemporary issues and help students continue to develop historical thinking skills such as contextualization, synthesis, interpretation, causation and change over time. Students will strengthen critical thinking, analysis, research, written and oral rhetoric skills as well. This course fulfills the 11th grade requirement for Social Studies.

**AP US History Core/College Prep**
Advanced Placement United States History examines the same political, constitutional, diplomatic, economic, and social developments covered in United States History, with the addition of the Pre-Colonial, Colonial and Revolutionary eras. Students enrolled in this class are expected to rely heavily on historical documents and other original sources in their studies. The reading and writing demands of this course are equivalent to those of an introductory survey course at the college level. Students registered in Advanced Placement classes must take the Advanced Placement exam. This course fulfills the 11th grade requirement for Social Studies.

**12th Grade Government (One Semester) Core/College Prep**
This Government class is designed to deepen students' understanding of the origins, concepts, organizations, and policies of the United States government and political systems. To increase comprehension, students will read and analyze relevant primary and secondary source documents and incorporate these ideas into the assigned material. Throughout the course students will investigate the ideas and concepts that the principals of American democracy are founded upon, the evolution of the role of political parties and media, and both the theory and the practice of governing and creating public policy. Students will also explore the need for both government and citizens to protect civil rights and liberties and to adapt to the forces of globalization that affect governments today's world. This course, taken along with the Economics course in the Spring semester, fulfills the 12th grade requirement for Social Studies.

**12th Grade Economics (One Semester) Core/College Prep**
Economics introduces the student to the principles, theory, and application of economics to individuals, groups and institutions. Students study the allocation and utilization of limited resources to meet society’s needs and wants. Through economics, students examine the relationship of costs and benefits at an individual level and local level, as well as the government’s role in supporting, taxing and investing in industries. Through this study, students will gain a better understanding of the United States economic system as a market economy as well as compare it to other economic systems. This course, taken with the Government course in the Fall, fulfills the 12th grade requirement for Social Studies.

**The Middle East Since 1945 One Semester, (12th Grade) Core/College Prep**
This Middle East Since 1945 will examine the region from Morocco in Northern Africa to Afghanistan in Asia. Specific attention will be given to the countries of Iran, Iraq, Saudi Arabia, Israel/Palestine, Syria and Egypt. Through an examination of the three major world religions (Judaism, Christianity, and Islam), which have their birthplace in this region, as well as the more recent legacy of colonialism, students will understand the current complexities that exist. They will examine the recent history, culture, economies of the region, including westernization and fundamentalist movements. Finally, students will examine current problems and possible solutions from diverse perspectives through the use of primary and secondary sources.
Racism, Genocide, and the Holocaust One Semester, (12th Grade) Core/College Prep

In Racism, Genocide, and the Holocaust students explore the various definitions of genocide and the stages of genocide in an attempt to under the social, political, cultural and economic dynamics which lead to mass atrocities. Developing an understanding of how race, ethnicity, class and gender can be used as tools to divide us and create “others” is a critical aspect of this course. Throughout the course student will study and explore the historical, social, and political context which lead to the Armenian Genocide, the Holocaust, the Cambodian Genocide, and the Rwandan Genocide. In addition, the class will research and discuss current countries and situations that are classified as being in the pre-genocide stage.

d. Science – Core and College Preparatory

An integral part of being a responsible citizen in today’s world and doing one’s civic duty is understanding the world around us; science helps us to accomplish this goal. As noted by Elizabeth Marincola, former CEO of the Public Library of Science has noted, “as the pace of scientific research accelerates, the average citizen is faced increasingly with having to grapple with matters of science in his everyday life. Some of the country’s most complicated and urgent public policy debates have at their center been questions of science. It is imperative that the public is engaged in science issues which have an impact on their lives, in their own self-interest, to best thrive in modern society.” We strive to help our students become mindful citizen-scientist and thus informed and capable citizens.

PRIME’s NGSS-aligned science courses are structured to create opportunities for our students to experience science as scientists do by presenting authentic, hands-on problems. Our courses aim to help students develop abstract thinking and problem-solving skills while simultaneously foster curiosity in the way in which the world works. In addition, these courses are designed to foster collaboration, innovation, creativity, and a lifelong curiosity for science and they integrate on-line tools like Lab4U, DefineSTEM, RocketLit, and Science with Tom to help make science relatable and accessible. These online tools can be used will be used in conjunction with our PLP to create playlists for students.

MIDDLE GRADES

Our NGSS-aligned science curriculum will rely on Pearson’s Interactive Science texts for middle grades, which support project-based inquiry and hands-on learning. Interdisciplinary STEM activities and projects are included in the curriculum, along with use of our personalized learning platform. This integrated curriculum is designed to help students become lifelong learners who grow in their understanding of the world.

In 6th grade, students explore the nature of science, including the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The concept of form following function is explored through the study of biological systems and structures; students develop a deep understanding of cellular structure and function, explore basics heredity and develop a sense of the complexity of life.

In 7th grade, as student study ecology and physical science, they develop systems thinking. Ecology allows students to closely examine the complex relationships between nature and organisms, gain an

understanding of how the earth functions as a system, and begin to see the interconnections that exist between organisms. The study of physical science cultivates understanding molecules, chemical reactions, chemical systems through understanding the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms, understanding how food is rearranged through chemical reactions, and understanding the cycling of energy and matter in ecosystems. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of ecological processes and the composition of matter. Critical thinking, collaboration, accuracy, and communication skills will be practiced as students extend their scientific literacy.

In 8th grade, topics in physical science, earth science, and atmospheric science facilitate learning the big ideas in earth, space and physical sciences through experiential learning, project based units and scientific inquiry. Students will do science like scientists do science, with an emphasis on the use of problem-solving and content application to examine current issues in science. Major areas covered during this course include power, forces, and motion, gravity, plate tectonics, climate and weather.

HIGH SCHOOL
All courses will be UC/CSU approved to meet A-G requirements. Students at PRIME will be required to complete three years of Science in high school, including Biology for all 9th graders.

Biology, (9th Grade) Core/College Prep
Biology is laboratory-based science class in which all 9th grade students will study cell biology, the molecular basis of heredity, biological evolution, biochemistry, molecular biology, microbiology. The course will conclude with the study of human anatomy and the various systems, including how humans and the environment affect one another. A practical application approach characterizes this course: students are introduced to the technique of laboratory investigation as a vital source of learning and will explore life and its diversity through labs and activities. Critical thinking, collaboration, accuracy, communication, and scientific reading and writing skills will be practiced as students extend their scientific literacy.

Chemistry, (10th Grade) Core/College Prep
Chemistry is laboratory-based science class which covers the very basic aspects of chemistry and includes such topics as: the periodic table, atom and molecule structure, chemical equations, conversion factors, stoichiometry, gas laws, redox reactions, endothermic and exothermic reactions, use of enzymes and/or other catalysts. Topics will be presented to increase awareness and understanding of the role of chemistry in everyday life and environmental issues. The laboratory work will develop students reasoning power, accuracy and collaboration skills, and the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.

Physics, (11th Grade) Core/College Prep
Physics is laboratory-based science class, which explores the nature of motion, force, energy, matter, heat, sound, optics, light, electricity, and magnetism. The course content is supported by regular, meaningful laboratory investigations. The development of laboratory skills and the reporting of experimental results is stressed. Students learn how to apply math skills in experimental measurement and data analysis. Topics will be presented to increase awareness and understanding of the role of physics in everyday life, in particular the relationship between physics and sports, transportation, art, music, light, and electronics will be explored. The laboratory work will develop students’ quantitative collaboration, communication, and writing skills.
Environmental Science, (11th Grade) Core/College Prep
Environmental Science is a laboratory-based science course designed to provide students with the content and skills needed to understand the interrelationships found in the natural world. Students will develop skills to identify and analyze environmental problems and to propose and examine solutions. Due to the interdisciplinary nature of Environmental Science, this course will draw on many different disciplines of science including: biology, chemistry, and earth sciences. Topics included in this course are: earth systems and resources, biotic systems, population dynamics, land and water use, energy resources, pollution, global change, sustainability, and human health and the environment. This course will involve many labs and may involve field studies. Students must have completed Biology and Chemistry in order to take this course.

Forensic Science, (12th Grade) Core/College Prep
Forensic Science is a multidisciplinary laboratory-based science. The course bridges science based inquiry and the criminal justice system. Forensic Science integrates core concepts from the primary area of Biology and will touch upon Chemistry, Physics, and Trigonometry building upon these themes. By nature Forensics is an applied science and thus while this course utilizes lecture, laboratory activities and experiments are core components of the course. In addition, students will use scientific literature and case study analysis to apply the scientific method to develop their writing, problem solving and critical thinking skills in a biological context. Inquiry based laboratory investigations and analysis play a central role in the course. Students will apply the foundations of Biology and Chemistry to solve mock criminal investigations using a wide range of laboratory techniques used today to process and analyze evidence. Topics covered will include: crime scene analysis, physical/chemical analysis of various evidence types, advance microscopy, chromatography, hair/fiber/glass analysis, fingerprint comparison, comparative analysis, document analysis, fiber and fabric analysis, wound analysis, drugs/toxicology, entomology, blood (serology) and DNA analysis and observation. Students must have completed Biology and Chemistry in order to take this course.

Marine Science, (11th Grade) One Semester, Core/College Prep
Marine Science is an activity and laboratory oriented course that will investigate and explore the oceans, seas, and estuaries of our planet. This course is designed to meet the needs of the student who wishes to obtain an in-depth awareness of coastal and marine systems. The course will include a study of the physical, chemical and geological aspects of oceanography, marine biology, the coastal environment and the interrelationships among the disciplines. Students will be engaged in a variety of challenging real-world projects and assignments to show how science is used in everyday life and in the world of work. Students must have completed Biology in order to take this course.

Greenhouse Biology, (11th Grade) One Semester, Core/College Prep
Greenhouse Biology study of plant structure and function. Greenhouse Biology is the overview study of plant structure and function in addition to a comparison of plants to other organisms. In the course, students learn economic importance, how to manage basic plant care and propagation, as well as basic scientific knowledge about plants. Basic cell structure and function, photosynthesis, basic genetics and ecological importance are also included in the study. The class will focus on human impact on the environment and organism adaptation and response. Students will work cooperatively in groups, evaluate data and develop conclusions, and used various types of technology to learn new concepts, make presentations, and may be asked to complete a service learning project as a part of the course. Students must have completed Biology and Chemistry in order to take this course.
AP Biology, (11th) Core/College Prep
This course is designed as a first year college-level course, following guidelines established for the Advanced Placement Biology course and examinations. Discussions of material peripheral to the texts are used to encourage the development of a biological viewpoint. Students are encouraged to take responsibility for their learning and to work independently to acquire the factual material of the course. Students are required to develop and complete an independent research project. Students must have completed Biology and Chemistry in order to take this course.

AP Physics, (12th Grade) Core/College Prep
Cultivate their knowledge of Physics through the study of the following topics: dynamics, kinematics, circular motion, gravitation, energy, momentum, simple harmonic motion, torque, rotational motion, electric charge, electric force, DC circuits, mechanical waves and sound. Students should take Algebra II/Trigonometry concurrently or have previously completed that course successfully. Students must have completed Chemistry and Physics in order to take this course.

e. World Language – Core and College Preparatory

The study of foreign language and culture provides new dimensions to students’ perspectives, as it opens doors to the world. We want to ensure that students can communicate easily in the target language and that they have a broad understanding of the region’s history and culture where the language is spoken.

PRIME’s World Language Program will focus on Spanish, and the curriculum we use will be through the Middlebury Interactive Language program. This online program allows students to work at their own pace, which provides a high degree of engagement. The first few years of study provide an introduction to the basic skills of listening, speaking, reading, and writing, and feature cultural and historical study of the Hispanic world. There will be some reading of literature in the first two years and students will begin more formal literary study and more in-depth study of history and politics at advanced levels. For students who may have some language fluency in speaking but need support with reading and writing, the online program provides support in those areas. For students who are advanced, they can move onto the next level of Spanish. The curriculum provided is through AP Spanish. Students with previous Spanish classes will take a placement test to determine course placement.

MIDDLE SCHOOL
Middle grades Spanish courses introduce students to the Spanish language and the culture of the Spanish-speaking world. Students will learn Spanish by listening, speaking, reading, and writing. They also will be exposed to the traditions, customs, and culture of Spanish-speaking countries. Spanish courses are conducted primarily in Spanish and provide a solid foundation for further Spanish study.

Spanish IA
This course introduces students to the Spanish language and the culture of the Hispanophone world and is designed for students with little to no prior exposure to Spanish. Our curriculum provides an opportunity for students to learn Spanish by listening, speaking, reading, and writing, and it exposes them to the traditions, customs, and culture of Spanish-speaking countries. The course is conducted primarily in Spanish and provides a solid foundation for further Spanish study. Students develop basic grammatical concepts through practice of useful structures, forms, and vocabulary. At the end of Spanish IA, students use the present and immediate future tenses. Their vocabulary includes words
related to school, family, friends, sports and pastimes, travel and weather, and shopping. They are able to discuss everyday situations, use adjectives and adverbs correctly, ask questions and make statements.

**Spanish IB**
The continuation of Spanish 1A, this course allows students to continue their focused study of the underpinnings of the Spanish language in a creative way. Course instruction and assignments continue to address all four aspects of language acquisition: oral communication, listening comprehension, written proficiency, and reading comprehension; it also exposes students to Hispanic culture. By the end of Spanish 1B, students have begun their study of one of the past tenses in Spanish (the preterite). The course is conducted primarily in Spanish.

**Spanish II**
Spanish II allows students to continue their focused study of the underpinnings of the Spanish language. It is a continuation of Spanish 1A and 1B, this course emphasizes grammatical structures and simultaneously develops reading and listening skills. More advanced speaking activities and short compositions are integrated during the second trimester.

**HIGH SCHOOL**
All courses will be UC/CSU approved to meet A-G requirements. Students at PRIME will be required to complete two years of World Language in high school, though three years is recommended.

**Spanish 1, Core/College Prep**
This course introduces high school students to the Spanish language and the culture of the Hispanic world and is designed for students with little to no prior exposure to Spanish, it is the equivalent of Spanish 1A and 1B and thus is only offered to high school students who have not taken a formal Spanish class prior to entering high school. This course provides an opportunity for students to learn Spanish by listening, speaking, reading, and writing; it also exposes them to the traditions, customs, and culture of Spanish-speaking countries. Oral and written communication is the basis of Spanish 1. In this course, students develop the ability to communicate on a basic level. Spanish is used as much as possible in the classroom. Grammar is learned principally by the inductive method, and many cultural lessons are presented. Students are encouraged to draw inferences about Hispanic culture and compare it to their own. Students also discuss the geography and current events of Latin America and Spain.

**Spanish 2, Core/College Prep**
A continuation of the Spanish 1 sequence, this course emphasizes grammatical structures and oral language skills while simultaneously developing reading, listening and writing skills. More advanced speaking activities and short compositions are integrated. Students are introduced to the Hispanic culture by the use of reading selections, lectures, and films.

**Spanish 3, Core/College Prep**
Spanish 3 course sequence Spanish 3 involves a review of grammatical concepts of the language presented in Spanish 1 and 2 and a presentation of the past subjunctive mood and the conditional tense. Emphasis is placed on students’ advancing ability to understand and to use the spoken and written language.
Spanish 4, Core/College Prep
Spanish 4 sequence involves a review of grammatical concepts presented in Spanish 1, 2 and 3. Students express themselves in Spanish virtually all of the time. The acquisition of a broad active vocabulary is of primary importance at this level. In addition, the course further develops and consolidates all of the grammatical concepts introduced in Levels 1-3. Students read short stories and novelettes and write frequent compositions.

Spanish 5, Core/College Prep
This course focuses on the importance of the Spanish culture and its significant contributions from early colonization to the 21st century. By integrating language studies and interdisciplinary cultural studies, students examine history, literature, arts, music, film, and contemporary issues in order to enhance their understanding of the nuances that shape the products, perspectives, and the daily life of the Spanish-speaking world.

AP Spanish Language, Core/College Prep
This course emphasizes the acquisition of a high level of general language skills rather than a predetermined content. The advanced linguistic proficiency, which is demanded, enables students to use the language in a variety of activities and academic fields. A review of grammar is done as needed, although students are expected to have mastered the major tenses by this time. Students’ vocabulary is expanded through reading and the study of a large number of new expressions. Students registered in Advanced Placement Spanish Language and Culture must take the Advanced Placement exam.

f. Visual and Performing Arts

There is a deep understanding that learning through the arts imparts a diversity of skills; indeed we at PRIME know that arts education helps to expand student inquiry, creative problem-solving, discipline, focus, respect, community building, and expression. We think of art as a dynamic presence in our daily lives, which enables us to express our creativity and challenge our intellect. The arts allow children to have a unique means of expression that captures their passions and emotions, allowing them to explore ideas, subject matters, and culture in ways that are personal for them. In addition, achievement in the arts cultivates essential skills, such as problem solving, creative thinking, teamwork, effective communication, and an understanding of technology. Students will be engaged in artistic perception, creative expression, historical and cultural content, aesthetic valuing, and applications made throughout their school curriculum.

These skill sets and topic complement those developed and cover in our other academic classes and thus these courses help reinforce, develop, and extend theses skills as well as cultivate creativity. Students will be required to complete one year of Performing Arts or Visual Arts in order to graduate, and they are encouraged to continue their arts education after graduation.

MIDDLE SCHOOL

Introduction to Public Speaking and Presentations: One Semester
Introduction to Public Speaking and Presentations introduces students to public speaking and presentation making as an important component of their academic, work, and social lives. Students will study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to historical and contemporary models of speeches, and prepare and
present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety. The course will focus on the organization, preparation, research, and evidence needed for a presentation that is tailored to fit the audience.

**Introduction to Storytelling: One Semester**
Introduction to Storytelling provides introduces students to the key components of storytelling. Storytelling is an ancient and compelling art form, with significant business as well as entertainment applications. Good storytellers may have rewarding futures, not only as screenwriters or journalists, but also as marketers, historians, entrepreneurs and even politicians. Critical elements of storytelling are the abilities to understand, read, and engage the listener. Once an audience’s attention and imagination is captured they can be taken on a journey. Students will work on developing theme, characters, setting, plot, as well as writing and presenting their stories to various audiences.

**Introduction to Coding and Animation: One Semester**
This course is designed for students to explore the foundations of computer animation using Scratch. Scratch is a programming language designed by MIT, it is a blocked based coding language and it allows students to create interactive stories, games and animations. Students learn the basics of animation including timing, key frames, and tweeting to create short 2D and 3D animations. Students study the importance of sound in storytelling and create audio stories and sound designs within their animations.

**Introduction 3D Design: One Semester**
In this introductory course, students explore form and space using materials such as clay, plaster, tin foil, cardboard, plastic, foam, and 3D digital software. Students in the class consider art and design objects in the round and in the spaces they are presented. Students are asked to pull inspiration from the physical features of their world and apply it to their own design projects. Students also learn to discuss their work and the work of their peers through a basic critique structure.

**HIGH SCHOOL**
All courses will be UC/CSU approved to meet A-G requirements. Students at PRIME will be required to complete one year of Visual or Performing Arts in high school.

**Graphic Design (Non-Core/College Prep)**
This course includes the fundamental principles of graphic design: image-making, typography, composition, and working with color and shape. Throughout this course, students explore and investigate visual representation through a variety of image making techniques. Basic principles of working with color, pattern and shape will be learned through the creation of different images. Typography (both as a language and skill) will be examined, as will the principles of composition and contrast will be applied. Ultimately, students become designers, learning how to communicate their ideas in a visual context.

**Animation (Non-Core/College Prep)**
Animation is designed through the development of storyboards. In this course, students learn how to develop observational and drawing skills through guided assignments. Additionally, they study the fundamental principles of character design, layout and storyboarding in this class. Storyboards are created for each animated character and a rough version of the animation is put together. Students
learn and practice 2D and computer animation techniques such as squash and stretch, follow through, and key framing and overlap through the creation of their own unique stories.

**Advanced Animation (Non-Core/College Prep)**
This course is designed to provide students with an opportunity to continue building up their portfolio of digital work through an exploration of animation. Students improve their knowledge of the animation process from initial concept and storyboarding through final rendering through the use of both traditional and digital animation software techniques. Software such as Autodesk Maya and Studio-Ma will be used to create 3D animation. Students will submit their final portfolio of work to a public audience. Students must have completed Introduction to Animation in order to take this course.

**Speech and Debate (Non-Core/College Prep)**
Speech and Debate covers a variety of styles of public speaking and formal debate. Students will become familiar with these styles through instruction, research, and practice. Extensive research of famous speeches and their impact on the culture of the time, detailed study, application and integration of persuasive techniques, and analysis of current events and the speeches that accompany them will be integral to the class. In addition, students will research and listen to famous historical and contemporary political, scientific, and cultural debates. Throughout the course students will participate in in-class debating of major political and ethical issues. Students are taught case-writing, rebuttals, cross-examination skills, analytical thinking, and political and moral philosophy. Each unit will culminate in performance assignments that require students to demonstrate their abilities in and out of the classroom setting.

**Drama and Performance (Non-Core/College Prep)**
The class introduces the student to beginning acting techniques and theatre appreciation. The course is organized into five strands: Artistic Perception, using the language and skills of theatre, Creative Expression, creating theatre to communicate meaning and intent, Historical and Cultural Content, examining the key figures and historical periods of theatre and the role theatre plays culturally in the world, Aesthetic Valuing, analyzing theatre for meaning and intent as well as its ability to communicate effectively, and Connections, Relationships and Applications, developing lifelong skills such as creative problem-solving and improvisation skills. The class includes: teamwork, relaxation, concentration, movement, play analysis, acting, improvisation, character analysis, performance, scene work, monologues, audition/interview skills, theatre vocabulary, theatre history and play reports.

**AP Art History (Non-Core/College Prep)**
AP Art History is designed to provide the same curriculum to high school students as those provided by an introductory college course in art history. Students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context and articulate what they see or experience in a meaningful way. In addition, the course prepares students for the AP Art History exam. It is required that students take the AP exam in May.
g. **Points of View**

“Right now, and for the first time ever, a passionate and committed individual has access to the technology, minds, and capital required to take on any challenge.”
— Peter H. Diamandis, *Bold: How to Go Big, Create Wealth and Impact the World.*

PRIME’s Point of View classes are our signature offering. This is the space where academic knowledge/skills and authentic community engagement occurs. Each student at PRIME will take a Point of View class every term, grades 6-12. Each POV class requires students to examine, analyze, research and develop a solution to a particular challenge. Community partners will collaborate with our faculty to present challenges for students to solve, bringing learning alive through research, conversations and interviews with those in our surrounding community. Similar to an incubator model, students will work in collaboration with each other, a team of teachers, and industry mentors to implement their ideas. Teachers will collaboratively plan POVs (working with community/business partners) during summer PD and pupil-free PD days throughout the year, and align learning to grade-level standards for students. Each yearlong course will provide students with the opportunity to iterate and develop solutions using critical thinking, analysis, collaboration and higher ordered design systems thinking. With a culminating presentation to a public audience, this deep community engagement will empower students affect change amongst themselves and within the community.

POVs tie together learning from different academic subjects and challenge students to apply these learnings to the real world. These year-long classes are a bridge between our students’ academic learning and the community; these courses allow our students to connect to their community, giving them voice and the ability to affect positive change in the world around them. In addition, POVs help to deeply connect our curriculum to the P21 themes and skills. Common themes and skills that are built on in POVs over the course of a student’s experience at PRIME include entrepreneurial literacy, civic literacy, global literacy, thinking creatively, innovation, systems thinking, problem framing and solving, communication and collaboration, media and information literacy, and critical life and career skills.

It is important to note that at PRIME we define entrepreneurship in the same way as the World Economic Forum as “a process that results in creativity, innovation and growth. Innovative entrepreneurs come in all shapes and forms; its benefits are not limited to startups, innovative ventures and new jobs. Entrepreneurship refers to an individual's ability to turn ideas into action and is therefore a key competence for all.”

Thus entrepreneurship takes on an expanded definition that includes traditional entrepreneurship but also includes non-traditional forms of entrepreneurship like social entrepreneurship, intrapreneurship, and policy entrepreneurship. Given our focus on deep community engagement and developing solutions to community problems POVs at PRIME will tend to engage students in the non-traditional forms of entrepreneurship; that said the framework teaching traditional and non-traditional forms of entrepreneurship is the same.

While the question or issue being addressed will change depending on the POV class a student selects, the general structure of the POV classes will remain consistent although students will gain more autonomy as they progress from year to year. In general each POV begins by providing students with background information on the topic that the POV question or issue will address, to ensure that every

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62 World Economic Forum, qtd. in Zhao, 2012, p. 3
students starts with similar basal knowledge. During this section of the class students are introduced to our community partner, who in turn helps to frame the topic from their perspective (e.g., government agency, employer, non-profit/service organization). Guided Activities, selected readings, selected videos, and guest speakers are all ways to provide students with more information on to topic being addressed. For example, in the 6th grade students are addressing “Human Health and the Environment” as an issue, so questions that might need to be addressed at the start of the class might include: is there a connection between global climate change and human health, what is the difference between infectious and noninfectious diseases, what are the contributors to spread of or onset of infectious and noninfectious diseases, what is known about the connection the environment and human health. This is meant to provide students with basic information so that they can begin to develop an understanding of the topic and begin to see connections between the environment and human health outcomes. During this background section the Personalized Learning Platform (PLP) can be used to post material and create playlists with TEDtalk videos, research and online reading material.

Once students have a basic understanding of the issue, then they begin a period of focused research. The issues that students are tackling are complex and by nature will have multiple problems that contribute to the broader issue itself. Some students in the 6th grade might want to know about how warmer global temperatures are linked to the spread of mosquitos, which carry diseases. A few students might be curious about the connection between longer and more extreme summers and respiratory distress. Others still might want to investigate the connection between the use of pesticides in agriculture and cancer. Yet others might be curious about the how plastic accumulation in the ocean contributes to human health problems. Each of these groups of students has the opportunity to conduct research to find out more about their specific problem, what is being done currently to solve the problem, and determine how it impacts their community. As students gain more information regarding their chosen problem, they need to interview community stakeholder and experts in the field to get their perspective on the problem. In Middle School we will carefully construct moments for this to happen at the school site with appropriate support from teachers; as students progress, some of these interview may take place during field trips (POV class time is longer on Fridays to facilitate this). It is important that students in Middle School and early High School be guided through the research process and interviewing process; teachers will need to help students establish media literacy skills, determine reliable from unreliable sources, properly cite sources, develop open ended questions as well as other interviewing skills.

Once students have deeper understanding of their specific problem, they begin to brainstorm possible solutions. In the beginning of this brainstorming process students are encouraged to think big and wildly, they are told that in the beginning that no idea is a bad idea, and that generating ideas is often difficult. Students are taught the “Yes And” process, one hallmark of the Design Thinking process. Once students have generated many ideas they are guided through a process that will help them focus on options that are community-centered, feasible, and sustainable. After each group of students has selected a solution that best addresses their problem, fits the community needs, is feasible and sustainable, they pitch their ideas to other groups, school and community members, and the community partners to get feedback.

The use of feedback, particularly feedback from the community, to improve the quality of the solution ideas is an extremely important part of the Design Thinking process. Teachers will help students use the feedback they receive to make changes in their solution designs; it can be difficult to determine how to incorporate feedback into an existing solution. In some cases, prototyping is a great way to think by
doing and will help students process information and see their thoughts. Once students have developed their prototypes they can decide on which prototype they would present to our community partners.

After a second round of receiving feedback and iteration, students will need to decide on a final solution design. Since it is likely not feasible or sustainable to implement all of the student solutions, nor do most organizations want several different solutions to a single problem implemented within their organization, our students will have to go through a process to select a single solution to move forward, which they will work on collectively as a class. As the class is deciding which solution to implement they will be asked to consider how will they measure the effectiveness of their solution, how sustainable the solutions are, as well as which solution is of the greatest benefit to the community. At this point the implementation of the solution and collection of data about the solution’s efficacy becomes a class project. The process and the result are eventually presented to the Charter School and the community at large. As POV are highly collaborative classes, we plan on using the PLP to organize class assignments and generate playlist particularly in the first part of the course and the SKIES program developed at CalTech to facilitate student collaboration. SKIES is an easy-to-browse “class tree” which facilitates collaboration in the classroom. Teachers can create templates with prompts, though provoking questions, or “to dos” for students; then assign students to groups. Every student can attach web resources, drawings, pictures, video, and data responding to the teacher. This creates visual concept maps and tracks the group’s thought process. In short, SKIES helps the classroom become a more supportive and engaging environment, with full participation from all learners.

MIDDLE GRADES

Human Health and the Environment (6th Grade)
In this course, students will examine the impact between human health and the environment we live in. “Environment” takes a broader meaning to include not only natural resources, such as water, air and soil, but also access and choices surrounding fresh food, quality healthcare and wellness programs. Students will learn more about topics such as water scarcity, soil depletion, organic/inorganic foods, and the impact of stress on the human body. Groups of students might research the source and quality of water in their neighborhood, the link between air quality and asthma, or the shift in more extreme temperatures and the relationship it has on respiratory distress. Working with community mentors, they will present their solutions to raise awareness on a variety of different audiences.

Students will be learning to do the following:

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
• Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
• Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
• Use technology as a tool to research, organize, evaluate and communicate information
• Use digital technologies, communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies
• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
• Maintaining a consistent in style and tone in writing and speaking.
• Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Student Voice: Making a Difference in the World Around You (7th Grade)
In this course, students will take a closer look at the resources in the surrounding community. Working with community partners, they will learn more about the needs of the community as they relate to a variety of issues, including changing demographics, land use patterns, and gentrification. Groups of students might research access to affordable after school care in their neighborhood as compared to another, comparison of shifts in housing prices in their neighborhood and others, or a comparison of the number of high tension power lines in their neighborhood and others. Students will narrow their research focus and create an advocacy plan to implement. Students will be learning to do the following:
• Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
• Write arguments to support claims with clear reasons and relevant evidence.
• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
• Draw evidence from literary or informational texts to support analysis, reflection, and research.
• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
Delineate a speaker’s argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Use technology as a tool to research, organize, evaluate and communicate information.

Use digital technologies, communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in knowledge economy.

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Maintaining a consistent in style and tone in writing and speaking.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Food, Nutrition, and Health in the Community (8th Grade)
Students will research and examine the connection between food and health, the effects of licit and illicit drugs on the different systems (i.e. Cardiovascular, Nervous System) in the human body, and the impact of daily exercise on health. Students will meet with experts who work in health related fields as part of their research. Student research might include effective anti-drug social media campaigns for their peers, a study of the density of fast-food restaurants in their neighborhood, or advocacy work to treat addiction as a health issue rather than simply a legal one. Students will be learning to do the following:

- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Use technology as a tool to research, organize, evaluate and communicate information.
• Use digital technologies, communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in knowledge economy
• Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
• Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
• Maintaining a consistent in style and tone in writing and speaking.
• Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

HIGH SCHOOL
In high school, POVs introduce students to the concept of social entrepreneurship, focusing on skills and practices that entrepreneurs use to launch successful projects which address social, cultural, and/or environmental issues. POV might include subjects like Environmental Racism, Social Entrepreneurship in Los Angeles, and Urban Planning and Development to Gaming and App Design and Electronic Music, but address these topics through the lens of evolving technologies and aspects of the business canvas model.

Introduction to 21st Century Technologies (9th Grade) Non-Core/College Prep
While researching and tackling community challenges, students will also be introduced to coding, 3D printing, and subtractive technologies. These will be used to share their solutions to a public audience, and may be part of the solutions they develop. Students might research new technologies that allow us to produce cheap and reliable water filters, sensors that detect levels of carbon monoxide, or tools and models needed for teaching students who are visual or auditory impairment. This research can then be used to address a community need, which would be brought to us by one of our partner. This introductory course is a prerequisite for the High School POVs. Students will be learning to do the following:
• Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
• Draw evidence from literary or informational texts to support analysis, reflection, and research.
• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

• Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

• Use technology as a tool to research, organize, evaluate and communicate information

• Use digital technologies, communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in knowledge economy

• Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

• Develop an entrepreneurial mind set

Rapid Prototyping (10th Grade) Non-Core/College Prep

Students will continue their 10th grade year by investigating a community challenge. As they develop their ideas, they will learn to “always fail forward.” (John C. Maxell) This approach will provide students with the time and feedback necessary to develop their ideas. The focus on rapid prototyping and iteration will strengthen the skills of creativity, collaboration, and authentic community engagement. Students might research ways to effectively and efficiently produce devices that detect soil moisture, sensors can measure heartbeats, or tools and models that help visually impaired students conceptualize the area of shapes. This research can then be used to address a community need, which would be brought to us by one of our partner. Students will be learning to do the following:

• Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
• Draw evidence from literary or informational texts to support analysis, reflection, and research.
• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
• Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
• Use technology as a tool to research, organize, evaluate and communicate information
• Use digital technologies, communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in knowledge economy.
• Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
• Develop an entrepreneurial mind set

Intrapreneurship (11th Grade) Non-Core/College Prep
Intrapreneurship can be defined as innovating within an existing company. Students will learn the nuts and bolts of entrepreneurship -- including social entrepreneurship and intrapreneurship -- and begin to apply these concepts to taking an idea from concept to implementation. They will use their knowledge to develop targeted solutions for our partners and other Los Angeles based initiatives. Given that most of our partners will be non-profits and other community organizations and that our students are working to develop solutions for these partners, they are really applying their knowledge to develop intrapreneurial solutions. The ability to work and innovate within existing structures and organizations is an important skill-set for our students to master. Skills will include those developed in the previous courses, as well as marketing and crowdsourcing. Students will learn about Blockchain and Bitcoin as well. Students might research ways to effectively and efficiently bring fresh food into their neighborhood, to deal with increased traffic in their neighborhood, or how to deal with the amount of trash generated by their community. This research can then be used to address a community need, which would be brought to us by one of our partner. Students will be learning to do the following:
• Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.
• Draw evidence from literary or informational texts to support analysis, reflection, and research.
• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
• Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
• Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.
• Use digital technologies, communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in knowledge economy.
• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
• Develop an entrepreneurial mind set.
Social Entrepreneurship (12 Grade) Non-Core/College Prep

In this year, students will take a concept they have developed and go through the steps of launching a social endeavor which improves their neighborhood. Utilizing the skills and building upon what they have learned and experienced in prior courses, they will work with mentors to craft their idea, iterate and prototype and conduct beta-testing. They will conclude the year with a clear concept, business plan and data to support their efforts for financing if they so choose. Students will be learning to do the following:

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.
- Use digital technologies, communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in knowledge economy
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
• Develop an entrepreneurial mind set

h. Advisory Program – Non-Core/College-Preparatory

Advisory is a core component of our program. This time is for students to set their goals for the day using the Summit Learning Platform, reflect on their personal growth, socio-emotional well-being and relevant community issues. This includes concerns, school issues, and political trends and celebrations, opportunities to acknowledge one another, and mindfulness practice. The Challenge Success Program at Stanford has shown critical data about student stressors among adolescents. For example, 9-13 year olds are more stressed about academics than any other stressor including bullying; 73% of high school students listed academic stress as their number one reason for using drugs.\(^63\) PRIME faculty will use the Wildwood School Advisory toolkit, designed to provide guidance and ideas for an advisory program that fits PRIME School’s mission to establishing a purposeful curriculum that advances student achievement.

Additionally, the Way of Council will be used for one period each week to facilitate restorative practice and conversations. When appropriate, Restorative Justice Circles will be used during advisory as well. Teachers will be trained in both Restorative Justice and Way of Council.

The Way of Council is a way for all students to speak and be heard. During Council, everyone sits in a circle. In the center of the circle are items, known as “talking pieces,” that students reach for when they want to speak. In this way, students indicate that have something to say by holding the talking piece. When they are finished speaking, they return the talking piece to the center of the circle. Talking pieces can be any object that can fit in the palm of the hand. Students are encouraged to bring items to serve as talking pieces for the whole group.

While Council can take a number of different forms, the following is an example of a typical Council session. The teacher sets the tone and reminds the group of Council norms. Afterwards, the teacher poses a question to the group and it is answered by each student aloud, one at a time, in order where they are sitting (no talking piece needed). This is not a discussion but rather a time to share and listen. Next, the facilitator gives each person a slip of paper and a pen. She/he asks a question, such as “What is one issue you have been grappling with this week?” Each person takes a couple of minutes to write down a response, folds the paper in half, and places it in a basket which is located in the center of the room.

The facilitator then passes the basket around and asks each person to take a slip of paper, and read it out loud, as if she/he had written it. Each person takes a turn reading without comment from the group. Once all questions have been heard, students may respond to a question by taking a talking piece.

Students are asked to respond to a question that resonated with them by telling a story, rather than telling the group what their answer is. In this way, participants listen, reflect and share their own experiences as a way to support one another. Though not all questions are addressed in one period, all questions have been heard and participants who have more share have the opportunity to do so.

\(^63\) http://www.challengesuccess.org/resources/research/do-you-know/
The Way of Council is offered through Circle Ways, and affiliate of the Ojai Foundation. Our teachers will be trained in how to facilitate Council with students, as well as implement restorative justice practices. Examples of schools that have implemented this include Palms Middle School, RFK Community Schools, Gardner Elementary and Wonderland School.

Students will have the same Advisor for three years of middle school, then the same Advisor for four years of high school. Advisory will be structured with formal curriculum on psychosocial and peer issues, health and wellness, life skills, test taking and study skills, and college prep. Students will also learn how to assess and care for their own emotional well-being and stress through a variety of lessons and exercises geared towards their personal growth including mindfulness exercises. In addition, Advisory will include weekly one-on-one check-ins between the student and his/her Advisor, on both academic progress and peer/family issues. Advisory thus provides a context for academic planning, home/school communication, class and community building.

MIDDLE SCHOOL
Advisory will include specifically designed curriculum from the Wildwood School Advisory Toolkit which is divided thematic units, aligned to core learning in other subjects, including but not limited to: cyber safety, bullying, goal setting, friendships, and stress relief.

HIGH SCHOOL
At the High School level, Advisory will shift to a more concerted focus on college preparation using relevant materials the Wildwood School Advisory Toolkit and long-term planning for post-secondary education and meaningful careers.

i. Physical Education

The Health, Wellness, and Mindfulness program at PRIME is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity and developing strategies for coping with physical and mental stress. We know that “high-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students’ self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement.”

Our mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. Our standards-aligned curriculum is a sequential educational program. It is based on a combination of knowledge acquisition and physical activities undertaken in an active, caring, supportive and nonthreatening atmosphere in which every student is challenged and successful. We aim to provide every student with a variety of physical activities and challenges that will contribute to the development and maintenance of their physical, cognitive, and affective well-being. Ultimately students will be provided with the foundation for making informed decisions that will empower them to achieve and maintain a healthy lifestyle.

64 http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf
MIDDLE SCHOOL
Students in middle grades will receive at least 200 minutes of Physical Education and Health/Wellness learning every 10 days. Pending facilities and outdoor space availability, P.E. will include a rotation of various traditional sports and physical activities, including dance and yoga, to expose students to a wide variety of activities to help them develop lifelong healthy habits of physical activity. Health/Wellness lessons will expose students to a broad range of issues and information relating to the various aspects of personal health, which include the physical, social, emotional, intellectual, spiritual and environmental aspects. Topics of exploration include, but are not limited to: nutrition, physical fitness, mental health, stress, weight management.

HIGH SCHOOL
While P.E. will not be required in high school, we plan to offer electives that help foster healthy behaviors and lifestyles. In addition, during Clubs and Activity time on Friday we will be offering a variety of physical activities such as the Advisory Challenge, which combine brainteasers and team sports-like physical challenges. As PRIME grows, additional health/physical activity electives may be added in response to student interest.

Yoga (Grade 10-12) Non-Core/Non-College Prep
This course helps to build strength and stability through movements sequenced around different asanas (poses). Students build upon the foundations of alignment, flexibility and breathe work. Students focus on balancing breath and motion for optimal focus and fitness.

Mindfulness and Health (Grade 10-12) Non-Core/Non-College Prep
Mindfulness and Health introduces students to the concepts of mindfulness and Tai Chi. Mindfulness means maintaining a moment-by-moment awareness of our thoughts, emotions, bodily sensations, and surrounding environment. It has a variety of research-backed impacts, including reduction in stress, and improvements in job satisfaction, emotional regulation, and focus. Tai Chi pairs with mindfulness perfectly. Students learn the first half of the complete Chen Style Simplified 24 Form and qigong exercises. Tai Chi practice is suitable for the general population, as well as athletes. Benefits may include stress reduction, increased stamina, and injury prevention through an improvement in joint stability and broader range of motion. The central objective of this course is to introduce students to these concepts and help them cultivate practices that help manage stress and emotional well-being.

INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM
As detailed throughout this petition, PRIME’s project-based, personalized and mastery-based approach to learning is designed to ensure students are engaged and motivated. Our infusion of technology throughout the program helps students master critical 21st century skills while further bolstering engagement in learning. An alternating block schedule will enable deeper learning and collaborative work. Our PLPs will ensure personalization for each student, while mastery-based progression will ensure that students progress at a pace that is best suited to their individual needs. Finally, our POV courses will ensure students master critical 21st century skills as they make a meaningful impact on their community through challenge-based projects.
INTERVENTION AND ENRICHMENT PROGRAMS

See sections above regarding Electives. Intervention and supports for students in need are detailed below.

CURRICULAR AND INSTRUCTIONAL MATERIALS

The academic program at PRIME begins with the CCSS/NGSS. CDE-adopted, standards-based, research proven curricula (textbook, online and curricular kits) will be used for core academic subjects, supplemented with project-based work and hands-on learning. Core course curricula is selected based on review and recommendation of the department and/or grade level team based on the CCSS and CDE Frameworks for each subject.

The following key textbooks and online curricular resources will be utilized:

**Middle School**

*ELA:* Pearson Literature, Grades 6-8; iLit Literacy Program (ELL); novels and non-fiction titles from state approved literature lists

*ELD:* Houghton Mifflin Harcourt Escalate English

*Math:* CPM Core Connections 2-4, ST Math

*Science:* Pearson Interactive Science

*History/Social Science:* Pearson MyWorld History, Grades 6-8; Online Learning Exchange

*Spanish:* Middlebury Interactive Spanish 1 and 2

*Arts:* A Personal Journey, Davis Publications

**High School**

*ELA:* Pearson myPerspectives, 9-12; McMahan, Literature and the Writing Process 11e, 2017 Pearson (AP Literature); novels and non-fiction titles from state approved literature lists

*ELD:* myPerspectives ELD companion

*Math:* College Preparatory Math Integrated Math 1-3, CPM Precalculus, College Preparatory Math Calculus, College Preparatory Math Statistics


*Spanish:* Middlebury Interactive I, II, III and AP Spanish

*Arts:* The Visual Experience, Davis; Davis Studio Series; Discovering Art History; Gardner’s Art Through the Ages (AP Art History)
# Comprehensive Course List

## Middle Grades

<table>
<thead>
<tr>
<th>Discipline</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 6</td>
<td>English 7</td>
<td>English 8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math I</td>
<td>Math II</td>
<td>Math III</td>
</tr>
<tr>
<td>History</td>
<td>Ancient World History</td>
<td>Middle Age History</td>
<td>American History</td>
</tr>
<tr>
<td>Science</td>
<td>Integrated Science I</td>
<td>Integrated Science II</td>
<td>Integrated Science III</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Introduction to Public Speaking and Presentations</td>
<td>Introduction to Public Speaking and Presentations</td>
<td>Introduction to Public Speaking and Presentations</td>
</tr>
<tr>
<td></td>
<td>Introduction to Storytelling Coding and Animation 3D Design</td>
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<td>Spanish 1B</td>
<td>Spanish 2</td>
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<td>POV</td>
<td>Human Health and the Environment</td>
<td>Student Choice: Making a Difference in the World Around You</td>
<td>Food, Nutrition, and Health in the Community</td>
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<td>Physical Education</td>
<td>6th Grade P.E.</td>
<td>7th Grade P.E.</td>
<td>8th Grade P.E.</td>
</tr>
<tr>
<td>ELD</td>
<td>Levels 1-5</td>
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## High School

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<th>Discipline</th>
<th>9th Grade</th>
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<td>English Language Arts “b”</td>
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<td>English 11 (required)</td>
<td>English 12 or AP English Lit. (required)</td>
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<td>9th Grade</td>
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<tr>
<td>Science “d”</td>
<td>Biology (required)</td>
<td>Chemistry (required)</td>
<td>Physics (required)</td>
<td>Environmental Science</td>
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<tr>
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<td>AP Biology</td>
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<td></td>
<td>Marine Science</td>
<td>AP Physics</td>
</tr>
<tr>
<td>History “a”</td>
<td>Ethnic Studies (required)</td>
<td>World History and</td>
<td>US History or</td>
<td>Economics (required)</td>
</tr>
<tr>
<td></td>
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<td>Geography of the Modern</td>
<td>AP US History</td>
<td>Government (required)</td>
</tr>
<tr>
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<td>World (required) World</td>
<td>or</td>
<td>Middle East Since 1945</td>
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<td>History</td>
<td>or</td>
<td>Racism, Genocide and the</td>
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<td></td>
<td>US History or</td>
<td>Holocaust</td>
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<td></td>
<td>AP US History</td>
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<td></td>
<td>(required)US History or</td>
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<td>AP US History</td>
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<td>Spanish 1-4</td>
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<td>Visual and</td>
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<td>AP Art History</td>
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<td>Performing Arts “f”</td>
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<td></td>
<td>Speech and Debate</td>
<td>Advanced Graphic Design</td>
<td>Advanced Graphic Design</td>
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<tr>
<td></td>
<td></td>
<td>Drama and Performance</td>
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</tr>
<tr>
<td>P.E.</td>
<td>N/A</td>
<td>Yoga Health and Mindfulness</td>
<td>Yoga Health and Mindfulness</td>
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<tr>
<td>Electives “g”</td>
<td>Introduction to 21st Century</td>
<td>Rapid Prototyping (required)</td>
<td>Intrapreneurship (required)</td>
<td>Social Entrepreneurship</td>
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<td>POVs</td>
<td>Technologies (required)</td>
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<td>(required)</td>
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<tr>
<td>Learning Lab</td>
<td>Learning Lab (required)</td>
<td>Learning Lab (required)</td>
<td>Learning Lab (as needed)</td>
<td>Learning Lab (as needed)</td>
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<td>*Note that the Designated</td>
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<td></td>
<td>ELD Classes will count as</td>
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<td>Learning Lab time</td>
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<td>Levels 1-5</td>
<td>Levels 1-5</td>
<td>Levels 1-5</td>
<td>Levels 1-5</td>
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</tbody>
</table>
INSTRUCTIONAL METHODS AND STRATEGIES

In addition to our core tenets detailed above, the following strategies will be employed by PRIME faculty to facilitate student mastery of standards-aligned content and our own goals for student learning:

a. Backwards Design/Differentiated Learning

During summer PD/collaborative planning, pupil-free days, early release time and common planning time during within the bell schedule, PRIME teachers will collaboratively plan units of study using the ‘backward design’ guidelines described in Understanding by Design.65 This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1. Identify desired results: Beginning with the CA State Standards, teachers will determine a three-tiered hierarchical set of learning expectations:
   - Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
   - Pre-requisite information and skills: What prior knowledge do my students need to make meaning of this new information?
   - Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process: (1) represents a ‘big idea’ having enduring value beyond the classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

2. Aligning Assessments to the Desired Results: Teachers will use a variety of assessment methods including both formative and summative assessments. Methods will include quizzes or tests aligned with the style students will encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as Presentations of Learning, informal checks, student observation, 1:1 conferencing, performance tasks and projects requiring both physical deliverables as well as public presentations. Where possible, technology will be used to expand the extent of possible exhibition of mastery products or performances. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

3. Differentiating Instruction to Meet the Needs of All Learners: Now that the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. At PRIME, this means that teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English Learners and students with special needs). Teachers will write effective

standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. 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, leading ultimately to mastery of CCSS content standards. Students will continuously be challenged to find and use evidence to support their positions. 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 state standards.

Explicit instruction – particularly in reading, writing, and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

b. Kagan Strategies

Kagan strategies are designed to increase student engagement, cooperation and communication in the classroom. An example of this is a “think, pair, share.” Students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about a topic or answer to a question and share ideas with classmates. Another strategy is called the “quiet signal.” If students are working in groups and the teacher needs everyone’s attention, she stands up and raises her hand. Students who see her stop talking and raise their hands as well. Once the room is quiet the teacher can begin. This non-verbal signal gets everyone in the room to stop for a moment, allowing the teacher to make an announcement or bring the whole class back together.

c. Presentations of Learning

PRIME’s students will make “Presentation of Learning” (POL) starting in sixth grade, at the end of each semester. Students will begin learning presentation skills in the sixth grade and build upon these skills each year. In keeping with our mastery-based approach to learning, students will be given many opportunities to practice for their POL. The POL gives the student an opportunity to pick their “best work” and present it to a panel of faculty and community members, including their peers. Using faculty-
designed rubrics, faculty assess the POL. At the lower grade levels, POLs can be as brief as five minutes, but by 12th grade, they will be treated more like a dissertation defense with students defending their work in a longer 20-30 minute presentation. At each grade level, students will gain increasingly challenging experience in answering questions from the “audience,” becoming more adept at communication, critical thinking and analysis.

d. Integrated Learning Platform

Unlike an online school, where students work independently for the day, or a blended learning environment, where students work mostly online and sometimes with a teacher face to face, PRIME students’ learning is delivered through teacher led classes. All students will access the same grade level/content standards based material, this is facilitated by integrated learning platform. Like physical texts, the integrated learning platform is simply a tool that houses that information. However, unlike a textbook, the information can be delivered in a variety of ways. These includes printed text, videos, podcasts, etc. Ultimately, the integrated learning platform is a tool our teachers use to support student learning and reaching grade level standards.

As noted above, Summit Learning Platform will be a central part of instructional delivery and student assessment and tracking. Summit is a free online tool that helps students set and track goals, learn content at their own pace and complete deeper learning projects; parents, teachers, and administrators can monitor students’ progress and assist them in setting and reaching goals. The PLP structure allows teachers to adapt or create new playlists and projects to meet individual students' needs. These playlists are essentially content arranged in a certain order; that content might include videos, articles, other information and interactive elements. The Summit PLP provides space for teachers to work with students to set short-term and long-term goals and connect these back to their daily actions. Importantly, teachers can understand how their students are performing on a daily basis and use that data to personalize instruction and provide additional support through mentoring and coaching. In addition, teachers join a national community of practice around personalized learning and they have access to a robust teacher guide with resources and trainings about how to implement personalized learning in the classroom. All of this helps students build and demonstrate cognitive skills and apply what they’re learning by working through authentic, meaningful projects.

e. Extracurricular Activities

In addition to the core curriculum, PRIME is committed to offering students enriching experiences tied to core academics and beyond. We will provide an array of extra-curricular activities after school, as weekly “long lunch” Club meeting time on Fridays, in order to allow students to pursue areas of interest outside the confines of the classroom. Students can participate in a variety of Clubs – which will be based on students’ specific interests and initiative as much as possible – these may include activities such as Game Club (a computer gaming group), Operation Donation, Project Rainbow and Community Wishing Well (community service clubs), Middle School Public Debate Program, Anime Club, Filmmakers Club, Art Club and Sports Club. In addition, students will be engaged in student council, as elected class representatives or student body president and vice president, and as faculty-nominated “Ambassadors” who give tours of the campus, act as ushers and monitors during parent meetings and graduation, and act as liaisons of the student body to the community.
HOW THE SCHOOL’S INSTRUCTIONAL METHODS AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

As detailed above, the entire content of PRIME’ curriculum will have the California state standards, including CCSS and NGSS, as its foundation. Lessons will be explicitly designed to ensure all grade-level standards are met. PRIME recognizes the importance of regular, ongoing professional development in the continued implementation of the CCSS/NGSS and realizes the importance of keeping abreast of new developments, new publications and requirements.

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

Technology is a critical part of our personalized school model and freeing up teacher time for higher order activities.

At the heart of our instructional model is personalization, student agency, and experiential learning. To that end, we will use Chromebooks so students can access Summit and their PLPs, including online curricula and assessments, portfolios of their work, and communication tools. All student work will be kept in electronic portfolios, which will be a place for students to collect and curate their work while at PRIME. This will serve both as a resource for college as well as evidence of academic/personal growth. Ultimately, technology will be a tool for helping our teachers differentiate instruction for each student, as detailed extensively above.

Finally, PRIME will encourage parents to sign up for Talking Points, a multilingual texting app that allows both teachers and parents to send and receive messages in their preferred language. This free program assigns teachers a number that is not linked to their phone, so that they are not disclosing their personal numbers.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

PRIME will seek WASC accreditation.

GRADUATION REQUIREMENTS

PRIME will work to ensure that all middle school students complete grades 6-8 in 3 years passing with an equivalent grade of “C” (a “2” in our grade scale) or better and that all high school students will pass all required courses and electives with an equivalent grade of “C” or better to graduate in 4 years with a minimum of 235 credits. Each semester long high school core course at PRIME is worth 5 credits, while year-long courses are worth 10 credits.

PRIME’s high school graduation requirements meet and exceed UC/CSU “A-G” credits and include:
<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Total Credits Required</th>
<th>A-G Requirements</th>
</tr>
</thead>
<tbody>
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<td><strong>History/Social Studies</strong></td>
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<td></td>
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<td>World History and Geography of the Modern World</td>
<td>10</td>
<td>30</td>
<td>2 Years</td>
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<tr>
<td>U.S. History or AP US History</td>
<td>10</td>
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<td></td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
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<tr>
<td>Government</td>
<td>5</td>
<td></td>
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<tr>
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<td><strong>Math</strong></td>
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<td>Integrated Math I</td>
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<td><strong>World Language</strong></td>
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<td>Two years of high school Spanish through Spanish 2</td>
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<td>or two years of additional Spanish if starting beyond</td>
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<td>Spanish 1</td>
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<td>Graphic Design</td>
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<td>1 Year</td>
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<tr>
<td>Animation</td>
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<td>Advanced Animation</td>
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<td><strong>College Prep Electives</strong></td>
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<tr>
<td>Learning Lab</td>
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<td>10</td>
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<td>*Designated EL classes will count as the Learning Lab classes for ELs</td>
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<tr>
<td>Credits Required</td>
<td>210</td>
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**CREDIT RECOVERY OPPORTUNITIES**

When students need extra help and do not succeed, the following supports are provided for all students in need including all subgroups and students transferring in:

- Summer Session Credit Recovery (pending budget 2019 or 2020)
- Online Credit Recovery
- Academic Support classes in English and/or Math
- Tutoring After School or Saturdays

Students not completing graduation requirements by the end of the summer following their 4th year are welcome to attend a 5th year or until requirements are met.

**ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS**

Upon enrollment, counselors and Advisors work with individual students to create their PLPs, including, for high school students, a plan for graduation. This plan is monitored and formally updated at least once per semester during the school year. Counselors (or in Year 1, the HS Principal) help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Minimum requirements for a standard diploma align with UC/CSU A-G requirements.

**INFORMING PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS**

All A-G courses at PRIME are transferable to other public schools, and meet the rigorous requirements for admission to the UC/CSU system. PRIME School will obtain WASC accreditation and approval of approval on UC Doorways. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student/Parent Handbook, which is available in both English and Spanish, and through meetings with the Principal & College Counselor. Every transfer student participates in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the Charter School’s master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population.
ACADEMIC CALENDAR AND SCHEDULES

a. Academic Calendar

PRIME’s calendar includes 184 days of school instruction and more than the statutory minimums of instruction. The following is a draft Academic Calendar for our first year of operations, 2018-2019:

2018 -2019 PRIME School Calendar

| Total Number of Instructional Days | 184 |

| Minimum Day (Min. Day) | 3  |
| Professional Development | 26 |
| Normal Days | 147 |
| School Holiday | 26 |
| Early Release | 34 |
| Pupil Free Days (conferences) | 4 |

* = Important Religious Days

**PRIME’s Calendar**

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<thead>
<tr>
<th>July</th>
<th>16</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
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<th>23</th>
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<td></td>
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<td>23</td>
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<td></td>
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<td>10</td>
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<tr>
<td>BTSN = Back to School Night</td>
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| August | 6    | 7    | 8    | 9    | 10    |       |       |       |
|--------|------|------|------|------|-------|-------|-------|
| Professional Development |       |       |       |       |       |       |       |
| Total Days | 18    |       |       |       |       |       |       |       |       |       |

<table>
<thead>
<tr>
<th>September</th>
<th>10</th>
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<th>14</th>
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<th>16</th>
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<tr>
<td>BTSN Late Start</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Days</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a. Sample Daily Schedules

PRIME’s daily schedule combines alternate extended-minute blocks of learning Monday-Thursday with shorter core classes each Friday and extended time for POVs. The longer blocks provide time for a variety of activities that include PBL, class discussions, review/application of concepts through discrete activities, assessments and presentations. The longer classes are grouped so that Math and Science occur on the same day, as do ELA and Social Studies. This provides an opportunity for interdisciplinary units and PBLs to flow from one class to the next, allowing students to focus their thinking and conceptual understanding on two related academic disciplines.

At the middle school, students have two shorter class period Monday-Thursday in the afternoons. One block consists of PE and Spanish on alternate days. The other block provides students with electives each semester.

In the high school 9th graders will have a similar schedule as noted above.

Sample 6th-8th Grade Student Schedule Monday-Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:25</td>
<td>Office Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>30</td>
</tr>
<tr>
<td>9:00-9:10</td>
<td>Nutrition/</td>
<td>Nutrition/</td>
<td>Nutrition/</td>
<td>Nutrition/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Breakfast in the</td>
<td>Breakfast in the</td>
<td>Breakfast in the</td>
<td>Breakfast in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
<td>Classroom</td>
<td>Classroom</td>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td>9:15-10:45</td>
<td>ELA 6</td>
<td>Math I</td>
<td>ELA 6</td>
<td>Math I</td>
<td>90</td>
</tr>
<tr>
<td>10:50-12:15</td>
<td>World Civilizations</td>
<td>Integrated Science I</td>
<td>World Civilizations</td>
<td>Integrated Science I</td>
<td>90</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:45-1:40</td>
<td>Spanish I</td>
<td>PE</td>
<td>Spanish I</td>
<td>PE</td>
<td>55</td>
</tr>
<tr>
<td>1:45-2:40</td>
<td>Introduction to 3D Design</td>
<td>Learning Lab and</td>
<td>Introduction to 3D Design</td>
<td>Learning Lab and ELD</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designated ELD</td>
<td></td>
<td>Designated ELD</td>
<td></td>
</tr>
<tr>
<td>2:45-3:40</td>
<td>Learning Lab and</td>
<td>POV</td>
<td>Learning Lab and</td>
<td>POV</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Designated ELD</td>
<td></td>
<td>Designated ELD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Instructional Minutes per Regular Day 395 (incl. passing time)
## Sample Friday Schedule 6th-8th Grades

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:45</td>
<td>Spanish 1 or Designated ELD</td>
<td>45</td>
</tr>
<tr>
<td>8:50-9:30</td>
<td>Advisory/Way of Council/Assembly</td>
<td>40</td>
</tr>
<tr>
<td>9:30-9:40</td>
<td>Nutrition/BIC</td>
<td></td>
</tr>
<tr>
<td>9:45-10:50</td>
<td>Math I</td>
<td>55</td>
</tr>
<tr>
<td>10:55-11:50</td>
<td>ELA</td>
<td>55</td>
</tr>
<tr>
<td>11:55-1:05</td>
<td>POV</td>
<td>75</td>
</tr>
<tr>
<td>1:05-1:55</td>
<td>Lunch/Clubs</td>
<td></td>
</tr>
<tr>
<td><strong>Total Instructional Minutes</strong></td>
<td><strong>290 (incl. passing time)</strong></td>
<td></td>
</tr>
</tbody>
</table>

### HIGH SCHOOL

#### 9th – 10th Grade Sample Regular Day Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55-8:25</td>
<td>Office Hours (before school start)</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>30</td>
</tr>
<tr>
<td>9:00-9:10</td>
<td>Breakfast in the Classroom</td>
<td>Breakfast in the Classroom</td>
<td>Breakfast in the Classroom</td>
<td>Breakfast in the Classroom</td>
<td>110</td>
</tr>
<tr>
<td>11:10-1:00</td>
<td>B block: ELA 9</td>
<td>D block: Biology</td>
<td>B block: ELA 9</td>
<td>D block: Biology</td>
<td>110</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30-2:40</td>
<td>Spanish III</td>
<td>Learning Lab or Designated ELD</td>
<td>Spanish III</td>
<td>Learning Lab or Designated ELD</td>
<td>70</td>
</tr>
<tr>
<td>2:45-3:55</td>
<td>Learning Lab/ Designated ELD</td>
<td>POV</td>
<td>Learning Lab or Designated ELD</td>
<td>POV</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total Instructional Minutes for Regular Day</strong></td>
<td><strong>405 (incl. passing)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 9th /10th Grade Early Release Friday (Every other week AB switches with CD block)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:45</td>
<td>Spanish III or Designated ELD</td>
<td>45</td>
</tr>
<tr>
<td>8:50-9:30</td>
<td>Advisory/Way of Council/Assembly</td>
<td>40</td>
</tr>
<tr>
<td>9:30-9:40</td>
<td>Breakfast in the Classroom</td>
<td></td>
</tr>
<tr>
<td>9:45-10:40</td>
<td>A block: Ethnic Studies OR C block: Math 1</td>
<td>55</td>
</tr>
<tr>
<td>10:45-11:40</td>
<td>B block: ELA9 OR D block: Biology</td>
<td>55</td>
</tr>
<tr>
<td>11:45-12:45</td>
<td>POV</td>
<td>60</td>
</tr>
<tr>
<td>12:50-1:55</td>
<td>Lunch/Clubs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Instructional Minutes for Early Release</td>
<td>275 (incl. passing)</td>
</tr>
</tbody>
</table>

### 11th – 12th Grade Sample Regular Day Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55-8:25</td>
<td>Office Hours (before school start)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>30</td>
</tr>
<tr>
<td>9:00-9:10</td>
<td>Breakfast in the Classroom</td>
<td>Breakfast in the Classroom</td>
<td>Breakfast in the Classroom</td>
<td>Breakfast in the Classroom</td>
<td></td>
</tr>
<tr>
<td>11:00-1:00</td>
<td>B block: AP English</td>
<td>D block: AP Physics</td>
<td>B block: AP English</td>
<td>D block: AP Physics</td>
<td>110</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30-2:40</td>
<td>Graphic Design</td>
<td>Yoga or Designated ELD</td>
<td>Graphic Design</td>
<td>Yoga or Designated ELD</td>
<td>70</td>
</tr>
<tr>
<td>2:45-3:55</td>
<td>Learning Lab (Test Prep Support or Designated ELD)</td>
<td>POV</td>
<td>Learning Lab (Test Prep Support or Designated ELD)</td>
<td>POV</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Total Instructional Minutes for Regular Day</td>
<td>405 (incl. passing)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 11th/12th Grade Early Release Friday (Every other week AB switches with CD block)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:45</td>
<td>Yoga or Designated ELD</td>
<td>45</td>
</tr>
<tr>
<td>8:50-9:30</td>
<td>Advisory/Way of Council/Assembly</td>
<td>40</td>
</tr>
<tr>
<td>9:30-9:40</td>
<td>Breakfast in the Classroom</td>
<td></td>
</tr>
<tr>
<td>9:45-10:40</td>
<td>A block: Government OR C Block: Probability and Stats</td>
<td>55</td>
</tr>
<tr>
<td>10:45-11:40</td>
<td>B block: AP ELA OR D Block: AP Physics</td>
<td>55</td>
</tr>
<tr>
<td>11:45-12:45</td>
<td>POV</td>
<td>60</td>
</tr>
<tr>
<td>12:50-1:55</td>
<td>Lunch/Clubs</td>
<td></td>
</tr>
</tbody>
</table>

Total Instructional Minutes for Early Release 275 (incl. passing)

### b. Instructional Minutes

Based on the sample school calendar and bell schedules above, the following table shows calculation of the instructional minutes that will be offered at the PRIME School for the 2018-19 school year.
G. TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT

1. TEACHER RECRUITMENT

For the faculty, our goal is to hire highly qualified teachers who are diverse in race, gender, and experience. It is important that our teachers reflect the community we are serving as much as possible. We are looking to hire teachers from Teach for America, California State University Programs, and University of California programs. We also welcome teachers from other parts of the country, so long as they meet our requirements for PRIME educators. These include team teaching, collaborative planning, content expertise and possession of a growth mindset.

PRIME’s vision of excellence cannot be realized without a dedicated team of teachers. We understand that hiring is only the beginning of the process, and we prioritize not only recruitment, but the ongoing training and development of our faculty. We will recruit from innovative teacher training programs at UCLA Center X, California State Northridge, California State Los Angeles, Loyola Marymount, and USC. We will post job openings on EdSurge, Teach for America, and CCSA.

Our process for hiring includes the following:

● Resume and cover letter screening
● First round phone/video conference interview with co-founders
● Second round in-person interview with the co-founders
● Tour and observation of PRIME (not applicable in the first year)
● Interview with current faculty
● Interview with current students
● Demonstration lesson
● Feedback on demonstration lesson
● Participate in a planning meeting with a grade level teaching team
● Group interview with the instructional team
● Reference checks, securing of transcripts, and completion of background checks (In full accordance with California Ed. Code 44237 and 45125.1, background checks, fingerprinting, and medical clearances will be obtained prior to the start of the school year.)
● Offer letter

Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities.

2. PROFESSIONAL DEVELOPMENT

PRIME will provide 25 total full days of professional development; 15 of those days are in the summer and the other 10 are during the school year. We also hold PD for faculty for two hours on Fridays. These sessions will include formal PD sessions as well as collaborative planning time.
### Professional Development Plan

#### Proposed Professional Development Plan 2018-2019

| Mandated Trainings (August prior to school year commencement) | Mandated Reporting  
Blood borne pathogens  
Sexual harassment  
Child abuse  
PRIME policies and procedures (Health and Safety, attendance reporting, suspension/expulsion, etc.) |
|---|---|
| Data Analysis | Summit Learning Platform  
Mid-Semester and Semester Grades  
Interim Progress Reports  
Report Cards  
Grade calibration  
Stakeholder survey results  
NWEA scores  
SBAC scores  
ELPAC scores  
Behavior data (referrals, analysis of student misbehaviors)  
SpEd students (Understanding and implementing accommodations)  
EL students (Understanding EL levels and appropriate supports) |
| Classroom Management | Restorative Justice Circles  
Promoting Supportive Classroom communities  
Instructional Strategies (i.e. Kagan Strategies)  
Team building (staff)  
Way of Council Training |
| Instruction | CCSS/NGSS aligned curriculum planning, backwards design  
Buck Institute PBL  
Google Docs  
PLP design and tracking  
Effective instruction strategies and differentiation for ELs, SpEd and GATE students  
Online/blended learning programs and customizing playlists  
Naviance (college/career lessons)  
Vertical alignment of curriculum by departments  
Reflective Writing  
SST and IEP Processes and Compliance Issues  
EL Reclassification, LTEls |
H. MEETING THE NEEDS OF ALL STUDENTS

Through our highly personalized, mastery-based model, PRIME will strive to meet the needs of all students regardless of ability or background. All students are in the same classes regardless of their status as English Learners (ELs), socio-economically disadvantaged students, high achieving students, students achieving below grade level, and special education students. We do recognize however that some students will need intervention in order to be successful at PRIME.

Student supports are also designed as a means for prevention, intervention, and acceleration of learning. Additional supports will be introduced for any student who:

- is performing more than one level below or more than one level above his/her actual grade level
- is not on track to make at least one grade level of growth in reading, writing, and math
- does meet the two criteria above but has persistent challenges with the Charter School’s academic or behavioral expectations

A Student Success Team (SST) will be the process by which students are identified for additional supports and individualized plans are created for each student based on their educational needs. The SST process will include identifying additional instructional supports, a timeline for implementation, goals for the student, and means for assessment. All SST plans will be communicated with parents, students, teacher(s) and the Principal.

1. STUDENT SUCCESS TEAM (SST)

Despite the many strengths of PRIME’s programs, additional support may be necessary when students are not making satisfactory academic progress. On those occasions, the Student Success Team (SST) will ensure that the Charter School and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates PRIME’s resources, and a teacher, administrator, parent or guardian can make a request for assistance from the SST. The SST process will be coordinated by the Principal (and in later years as PRIME grows, Assistant Principal), who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development.)

The SST process begins by reviewing the student’s progress 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 successfully implementing these interventions. Following the implementation of an SST plan and follow up, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed.
**ENGLISH LEARNERS (EL)**

Based upon the data from the surrounding neighborhood schools, we expect approximately 11% of students to be English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. PRIME teachers, staff and school leaders will communicate to parents in Spanish as needed—but will use English instruction for the content areas in the classroom. At PRIME, Integrated ELD will be provided to ELs throughout the school day and across all subjects by all teachers of ELs. PRIME teachers will use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards, as well as implement SDAIE strategies, to ensure students strengthen their abilities to use English as they simultaneously learn content through English. Designated ELD will be provided for students in Levels 1-5 by CLAD certified teachers daily. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

a. **Identification of English Learners**

PRIME’s EL program, which will adopt the LAUSD English Learner Master Plan, is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials, curriculum and supports in order to achieve grade-level CCSS mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the Charter School. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using 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 ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the Charter School year or within two (2) weeks after the date of the student’s first enrollment at PRIME.

The EL Coordinator (Co-Principals in first year until a full-time EL Coordinator is hired) assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. PRIME will notify parents of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor, and encourage them to participate in the reclassification process.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English learners at this level have <strong>fully functional</strong> receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>3</td>
<td>English learners at this level have <strong>moderately functional</strong> receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>2</td>
<td>English learners at this level have <strong>somewhat functional</strong> receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>1</td>
<td>English learners at this level have <strong>limited functional</strong> receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.</td>
</tr>
</tbody>
</table>

Parents are notified of their child’s ELPAC scores each year via email, a letter sent home with their child, and a letter mailed to their residence. The same process will occur when a student is being considered for Reclassification and again when they are officially reclassified. PRIME will use annual ELPAC and other standardized test data (e.g., CAASPPs), teacher observations, and optional parent input to identify English Learners (EL), and reclassify EL students as English proficient when appropriate. Annual Assessments for student already identified as EL are administered within the Annual Assessment window.

**b. Educational Program for English Language Acquisition**

At PRIME, ELD will be provided to ELs throughout the school day and across all subjects by all teachers of ELs. PRIME teachers will use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards, as well as implement SDAIE strategies, to ensure students strengthen their abilities to use English as they simultaneously learn content through English. Designated ELD will be provided for students in Levels 1-5 by CLAD certified teachers daily. Teachers use the CA ELD Standards
as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

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.

All teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by PRIME will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. PRIME’s philosophy of differentiated instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student’s needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the following practices to support universal access of subject matter content for all students:68

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction for a sixth grade social science unit on Ancient Greece might proceed as follows:

**I. Intro:** Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

**Anticipatory Guide:** Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

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**Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

**II. Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

**Graphic Organizers** - Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

- **Comparison-Contrast PRIME** - Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied.
- **Flowcharts** – Students sequence important events in the development of the Greek culture.
- **Cause and Effect Chart** – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

**Reciprocal Teaching** - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

**Picture This** - Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

**Reading Guide** - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

**III. Beyond:** To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

**Roam the Room** - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share
their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Greek culture they feel the quote illustrates.

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

PRIME bases its English Learner support program on the new California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, PRIME teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually. Our EL Coordinator (the Co-Principals in Year 1) will partner with the classroom teachers to include ELD goals on students’ learning plans. Additionally, our EL Coordinator will assess student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

PRIME will ensure that teachers are qualified and supported to meet the needs of ELs. Minimum qualifications for PRIME teachers will include graduation from an accredited four-year university, possession of/in the process of receiving a California teaching credential for the subject they are teaching, as well as undergoing an interview process, which may include a teaching demonstration. Additionally, we will hire teachers that are CLAD/BCLAD certified, and will place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students’ needs.

Parents will be notified regarding their child’s English Language Development along with ELPAC scores every progress report or every semester and/or as often as needed.

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

See Section (b) above. Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. PRIME will use assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.
PRIME will provide high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher’s knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and scaffolding. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. As noted above, EL students will have English language tutoring time in small groups twice weekly during the regular ELA period, with focused time devoted to SDAIE strategies incorporated in regular classroom instruction.

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

The Principal at PRIME is responsible for ensuring the quality and success of all instructional programs, and will report to the Board on progress towards academic goals, including serving EL students. The Principal conducts regular classroom observations and provides feedback and coaching. In addition, the Principal works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will 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). Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

f. Process and Specific Criteria for Reclassification

EL student classification uses the 2012 California English Language Development Standards’ three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).69

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge. (California English Language Development Standards, K-12 (Nov. 2012))70

69 http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp
70 http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
**Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

**Expanding:** Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

**Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.  

Both teachers and administration will monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the Charter School receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The re-designation criteria is as follows:

- ELPAC scores: between levels 3-4
- NWEA Benchmark scores for English (reading & language): Average or above
- CAASPP English scores of Meet or Exceeds Standards
- Grades: Grades of A, B, or C in English
- Teacher recommendation
- Parent approval

The EL Coordinator monitors classroom instruction, updates ELD levels in the Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator shares the progress and performance of ELs with the teachers and Principal, working with them to make the final decision regarding progression to the next ELD Proficiency Level.

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

In order to meet the individual needs of each English learner, the EL Coordinator carefully monitors student performance on both classroom assignments, benchmark assessments and standardized testing. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction during dedicated Designated ELD Time, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality Integrated and Designated ELD instructional program with the requisite time that enables English Learners to attain

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English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that PRIME provides for all students.

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide PRIME teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas:

- **Emerging**: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding**: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging**: Students at this level continue to learn and apply a range of high-level English language skills in wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- **Overall Proficiency**: A general descriptor of ELs’ abilities at entry to progress through, and exit from the level;
- **Early Stages**: Descriptors of abilities in English language that ELs have at the early stages of the level; and
- **Exit Stages**: Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- **Three Modes of Communication**: collaborative (engagement in dialogue with others); interpretive (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and
- **Two dimensions of Knowledge of Language**: “Metalinguistic Awareness,” or the extent of language awareness and self-monitoring students have at the level; and “Accuracy of Production,” or the extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in

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72 http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf
English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of task.

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). PRIME sets a demanding reclassification target annually. The EL Coordinator serves as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The EL coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

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

LTELS participate in ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Because the needs of LTELS are varied, we will work with our EL Coordinator and classroom teachers to identify the reasons why a student has not acquired English at a rate of one level to the next annually (i.e. ELD 1 to ELD 2) and determine the best support system for that student moving forward. PRIME prioritizes resources (e.g. curriculum for ELD instruction) for LTELS. Students are made aware of their LTELS status and the risks associated with LTELS status, as well as specific barriers to reclassification and ways to address them.

LTELS will receive dedicated ELD instruction during ELD Classes that meet during Learning Lab time (280 minutes weekly), via small groups during ELA, and via online curriculum in order to develop specific academic vocabulary and language structures.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

The philosophy of the Charter School is that within a heterogeneously grouped classroom that focuses on personalized learning and a mastery-based approach, each student is challenged at his or her own level. This includes gifted students, thus PRIME will not segregate GATE students from their peers. Not segregating our gifted and talented students does not impede our ability to provide these students with a challenging and rigorous educational experience. Part of the power of our personalized learning platform is that it provides our teacher with the ability create playlists for individual students or groups of students. For our gifted and talented students this means teachers can offer them more challenging readings, problem sets, and other course materials, thus while they are working on grade level content and standards the material itself may have a higher Lexile level and or may push these students to think more deeply with the content. Moreover, the use of rubrics in our Mastery-based grading system allows teachers to establish the fundamental needs to demonstrate mastery and for completion of the assignment, and also develop additional challenges which allows GATE students research the topics more deeply and develop creative ways to present the information. The progress of gifted and talented students is tracked and monitored by faculty through students’ PLPs, just as the progress of all students is monitored. Mastery-based progression and Project Based Learning will allow students to go as deep and as wide as they can, with guidance from their teachers.
According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, “a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given.” PRIME will employ many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers;
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products;
- Opportunities for leadership roles and mentoring outside of the classroom.

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program and this group will be overseen by the Principal. In future years, this group may be monitored by the Assistant Principal.

**Students Achieving Below Grade Level**

Students will be identified as low achieving by multiple measures, including state standardized assessments, in-house benchmarks, teacher observations, low achievement on curriculum assessments, parent input or SST recommendations. Parents/guardians will be notified of their child’s status as low-achieving via interim progress reports issued every five weeks, and will be able to meet in-person with the Counselor (or in Year 1, Principal) to discuss their child’s needs. Parent/guardians receive updates on their child’s progress every five weeks, at PRIME we view these five-week progress reports as an opportunity to reassess the progress of the student and the effectiveness of the strategies we have put in place for the student. At-risk students are targeted for specific areas of growth by student goals. The teachers monitor progress using the multiple measures mentioned for students who are identified as academically low achieving that do not show progress after the first quarter review. Students will be recommended to the SST, where appropriate staff will consult for additional interventions and supports, and determine next steps in accordance with our SST process and RTI model detailed above. At PRIME we use the tiered RTI framework as described by the RTI Action Network, which are as follows:

1. All students in Tier 1 receive high quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.
2. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

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73 Carol Tomlinson, Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom 1995
3. In Tier 3, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.74

All data on the progress of low achieving students is reported to the principals of the division so that they can monitor the progress of these students.

Targeted support for students who are academically low achieving may include:

- Tutoring;
- Focused attention – prepared in consultation with the student and the parent/guardian, if needed in the context of the Student Success Team process, regarding specific strategies and supports;
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve;
- Other program modifications and supports as determined by the classroom teacher;
- More frequent parent-teacher communication and parent involvement;
- Access to technology at home and school for mastery of target areas of growth (i.e. ST Math, Accelerated Reader, etc.).

Classroom modifications also may be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

**SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS**

As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is not a determinate factor in a students’ ability to succeed academically. If students that are socioeconomically disadvantaged also are academically low achieving or struggle with learning differences or are identified as English Learners, PRIME will utilize strategies described in other sections of this petition. PRIME will identify SED students based on free/reduced meal forms at the time of enrollment. Like all other subgroups, school leaders and faculty will monitor the progress of SED students throughout the year by disaggregating test and other assessment data.

Our POV classes will bring students in contact with professionals in the community, providing an opportunity to explore a variety of careers. Beginning in the 9th grade, students will have discussions about A-G requirements and career exploration in advisory. In the 10th grade, students will take campus tours of local colleges (i.e. community colleges, state colleges, UCs, and private universities) as well as engage in job shadowing opportunities through our community partners. They will also discuss scholarship opportunities and the FAFSA process. As 11th graders, students will be provided with opportunities to practice writing their personal essays for college applications, as well as resume writing for internships, as internship opportunities may be offered by our community partners. Students will also be provided with test prep sessions for SAT and AP exams. During the spring semester of the 11th grade, students and their families will begin meeting with the college counselor to discuss the college application process, which will include teacher recommendations, personal essay, FAFSA, and...

74 http://www.rtinetwork.org/essential/tieredinstruction
scholarship application forms. In the 12th grade, students will be working with the college counselor to ensure that all materials required for each application are reviewed and complete, and that deadlines are met. Throughout the process, parent workshops will be held for each grade level, so that both students and parents have a solid understanding of the college and career process and opportunities.

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. Our SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Parents will be able to drop-off their children starting at 7:30 a.m. and after-care will be provided (pending funding) until 6:00, both to best serve our students’ needs and accommodate working families.

In addition to ensuring socioeconomically disadvantaged students are academically prepared, we will also assist with families in need of school supplies. We will fundraise money to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc. In addition, we will connect with local non-profit agencies for referrals for social services if needed by our families.

**STUDENTS WITH DISABILITIES**

See District Required Language at the beginning of Element 1.

**STUDENTS IN OTHER SUBGROUPS**

PRIME will offer a variety of support for students with extraordinary needs, such as foster youth, homeless youth, students dealing with substance abuse, pregnancy and more. Our extensive intervention program provides several levels of guidance depending on the need of the student. For example, PRIME’s Counselor and administrators and Principal will collaborate closely with a student’s wrap around team (social workers, etc.) and ensures close communication with external service providers (as appropriate) regarding a student’s welfare and progress in school, all of this information is communicated to the principals so that they can monitor the growth and performance of these students.

As detailed above, our SST process and teacher training will ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations such as Peace4Kids, Families for Children, or EMK Community Development Corporation. All of the organizations offer support and services to foster youth, adopted youth, and homeless youth and families.
I. “A TYPICAL DAY”

7:55  Martin, a 9th grade student, booked an appointment with his Math teacher during her before-school Office Hours using “You Can Book Me” on his PLP the night before. This morning he came to discuss his difficulties with understanding analyzing slope from a graph. His math teacher, Ms. Clarkson, meets him at the door and they sit down at one of the group tables. She pulls up Martin’s PLP and check his work while Martin patiently waits. She quickly realizes that he has inverted the x and y coordinates. She explains the concept of rise over run to Martin. He asks a couple of clarifying questions and then tells her he is ready to begin trying similar problems on his own. Ms. Clarkson then takes a moment to load the Khan Academy link to this concept as well as practice problems to complete independently while she is in the room. Martin references the link and completes the problems over the next several minutes, while other students come in for their appointments with Ms. Clarkson.

8:30 am: Martin leaves office hours and goes to his Advisory. Martin, like his classmates, opens his Chromebook and reviews his PLP to focus on his goals for the day for five minutes. Next, the class moves into a Way of Council discussion centered around digital citizenship. The topic for this morning is “what is the place of digital media in our lives, and what are the consequences of over sharing?” When Council is finished, they have breakfast in the classroom.

9:15 am: Martin heads to Integrated Math I class. The class seating is arranged in groups. The teacher does not have assigned seats, so he gets to sit where he likes. He grabs a seat in the front of the room and immediately starts working on the “Do Now” that is written on the board: “Think of one way you use the concept of slope in everyday life.” Students take a couple minutes to write down or draw their individual idea. Then they are instructed to a “think pair share” activity, where they turn to the person seated next to them and share their response to the question. After three minutes, the teacher asks for a couple of pairs to share their responses to the whole room.

The teacher, Ms. Clarkson, moves on to about 20 minutes direct instruction. She introduces the concept of finding slope algebraically versus as rate of change. She draws diagrams on the board to illustrate her point, and provides a few different examples of the how the methods differ but provide the same result. She then provides examples of when different methods might be used.

After this, Ms. Clarkson divides the class up into working groups to work on math problems as a group for 20 minutes. Today, she groups students with a variety of different abilities together in each group. Martin is in a group with Jessica, who is one of the best students in the class. She helps him and the others on a couple of the problems that are more challenging. Ms. Clarkson circulates around the room, checking in with different groups to see how they are managing their problem sets.

Ms. Clarkson next directs them to apply this concept to hands on activity. In their groups, they are provided with a drawing of a ramp and asked to build three different ramps using blocks that are provided. They are asked to determine how the slope of the ramp affects velocity of a Hot Wheels Toy car, and have a blank table to record their data. They are required to do four trials for each ramp. They will need to time their trials, and have permission from Ms. Clarkson to use their phones for this purpose. They are also given instructions on how to determine velocity.
Students have 50 minutes to run the four trials per ramp, collect their data and have a group discussion on how slope and velocity are related. They write their responses and upload them to their PLPs. The teacher asks each group to share out their ideas before class is dismissed. She then asks students to indicate via a thumbs-up, thumbs down or thumbs in between of their understanding between slope and velocity. She scans the room and makes a few quick notes.

11:10 am: Martin heads to his Biology class. The teacher, Mr. Reyes, tells the class that they are starting a new topic. The title is “Bacteria as Nature’s Recyclers.” He then assesses the class for prior knowledge by asking “What do you know about bacteria?” Students share answers and Mr. Reyes jots down student responses. After this first five minutes of class, Mr. Reyes introduces the structure of bacteria using Prezi, with videos embedded. After about 30 minutes of introduction and discussion, Mr. Reyes refers to the board that has the activities listed for the day, and reminds them that they will be doing a lab.

Working in their lab groups, student access their PLPs for the lab procedure. They are given the materials at their lab stations. Before they begin, Mr. Reyes demonstrates how to prepare a slide, checks to make sure students are wearing protective wear (i.e. goggles, gloves, covered shoes, and lab coats), and tells the students they have 70 minutes to complete the lab. Components of the lab include four gram stains with four different cultures, visualizing the gram stain bacteria under a microscope, producing accurate scientific drawings (which Mr. Reyes as discussed) and writing narrative descriptions about what the students see.

With five minutes remaining, students clean up their lab stations, return their safety gear to the appropriate place and submit their lab results to their PLPs. Mr. Reyes allowed students to take photos of their lab drawings to add to their PLPs. Once Mr. Reyes has received their labs and their stations are clean students are dismissed.

1:00pm: Martin then goes to lunch with his friends. When he arrived at PRIME as a new 9th grader, he was nervous because he did not know many kids, but he the way projects work during classes makes it really easy to make friends, and he likes the friends he has made here.

1:30pm: After lunch, Martin goes to Learning Lab. He opens his PLP and follows the plan that he and his advisor developed that morning during Advisory. The plan includes developing an outline for his expository essay. Martin’s chosen topic is “The Benefit of Gaming on Hand/Eye Coordination.” He begins to build his outline, which includes a clear thesis statement, introduction, three body paragraphs and a conclusion. He refers to a resource on his PLP that includes this information. With the frame for his outline completed, Martin begins to do his background research. Martin finds three relevant articles online which expound the benefits of video gaming but he also finds three that contradict those findings. He uploads the six articles to his PLP for his ELA teacher to review, along with a draft of a thesis statement he developed during this period. Based on his research, his thesis statement becomes more focused.

2:45pm: Martin goes to his POV class. Their homework for this session had been reading a few brief articles about community gardens and watching a couple of videos the teacher put in their PLPs to prepare them for a guest speaker. A representative from the local community garden speaks to the class for 20 minutes and tells them that the garden is facing several issues. One issue is lack of water for the garden. Another is space for native plants, non-native plants and agricultural crops (i.e. spinach, carrots). A third issue is soil health and the use of fertilizers to grow their plants. The representative
asked the students to help them tackle any one of these three issues. The representative takes questions from students about the topics he has presented. This lasts 10 minutes. The representative then tells them that he will be back in three weeks with members from the community garden so students can conduct interviews.

Mr. Reyes (the science teacher) spends 40 minutes providing additional information around water issues, native versus non-native species and soil health, integrating the materials the students have read/viewed and engaging them with questions. He also connects the topic back to information the students learned in Biology about bacteria and the role bacteria can play in each of these issues. He notes that he has uploaded additional materials into their PLPs so they can research these issues further.

In the last 10 minutes of class Mr. Reyes numbers students off into groups of five, and asks them to brainstorm using the “Yes and” Protocol. In this protocol, one student begins by writing down one idea on a sticky note and places it at the center of the table. The next student takes a sticky and builds on that idea. Students can build on the idea or take it another direction. For example, Martin writes down “let’s use rainwater.” The next student writes “yes and we can make catch barrels.” The third student writes “yes and we can use gray water,” etc. With each sticky note counting as an idea, Mr. Reyes challenges each group to come up with 30 ideas in five minutes. In the last five minutes of class, each group clusters the ideas they generated by theme. They write down their themes on large pieces of butcher paper with the sticky notes attached, and label it with the names of students in their groups. They will refer to this for their next POV session.
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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

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 TOWARDS OUTCOMES: FORMATIVE ASSESSMENT

There are several ways in which PRIME will measure student success and individual students’ attainment of state content standards and the objectives of our curriculum throughout our mastery-based learning model. As detailed in Element 1, all PRIME teachers will use a personalized learning platform (PLP) for each student. This platform will include online and offline curricula and assessments that will facilitate teachers’ ongoing assessment of students’ understanding of concepts and enable adaptations and differentiation to ensure students master the content goals. Official checklists and rubrics from the published curriculum programs (online and text-based), as well as teacher-created rubrics, will play a major role in teachers’ determination of student achievement of standards mastery. In addition, teachers may administer daily exit tickets assessing student mastery of the day’s learning objective. Student progress towards mastery of content standards is assessed through PLP formative and summative assessments given during units and at the end of units, end-of-term projects, and a comprehensive exams and projects. Additionally, all PRIME students will be involved in implementing projects to address community issues and the social impact of these projects will be measured via teacher-created rubrics.

At the beginning of each academic year, teachers will administer NWEA MAPs norm-referenced assessments as a benchmark for both ELA and math for all students in grades 6-10, and also conduct informal/brief formative assessments of student skills and knowledge in social studies and science. Students take NWEA MAP assessments at the beginning, middle, and end of the year in order to track their progress in English and math; these assessments inform intervention and differentiation as appropriate. Throughout the year, benchmark student achievement data from NWEA MAP will be analyzed among the Charter School faculty during pupil-free professional development days.

In 9th grade, students begin participation in the College Board’s PSAT 8/9 program, providing individualized data and support as they move towards college readiness and success on the PSAT/NMSQT and SAT in 10th-12th grades, respectively.

Students also participate in state testing including the CAASPP, new NGSS-aligned California Science Test (CAST), California Alternative Assessment (CAA) and ELPAC as applicable, and the California FITNESSGRAM.

Student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, ELs, SED and SpEd students) to determine achievement of goals and ensure ongoing growth. Additional internal assessments, such as teacher-created, publisher and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan adjustments to students’ PLPs, playlists and subsequent instruction.

Finally, we will measure the growth of critical 21st Century skills (the Four Cs) using assessments including the Torrance Test for Critical Thinking,75 Student Resilience Survey,76 and the Interprofessional

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75 http://www.ststesting.com/ngifted.html
76 http://www.corc.uk.net/outcome-experience-measures/student-resilience-survey/
These tests measure a willingness to try new things and the ability to be insightful and imaginative, kindness and empathy, the ability to think critically and creatively, and the willingness to work with others. By administering these brief (30-45 minutes) tests throughout students’ time at PRIME, we can determine if our students are becoming more collaborative, innovative, empathetic, people who are willing to take responsible risks.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Exit Ticket</td>
<td>Grades 6-12, a 3-5 minute daily low stakes assessment of the mastery of class learning objective. Exit tickets determine effectiveness of lesson and whether any students require additional support towards mastery of lesson’s aim. Results of exit ticket allows teachers to address persistent misunderstandings and determine if individual students need extra help during Intensive time, or after school.</td>
</tr>
<tr>
<td>Personal Learning Platform Assessments</td>
<td>Grades 6-12, formative and summative assessments of the mastery of class learning objectives. The PLP will facilitate online learning and allow students to take and retake quizzes and unit tests to demonstrate mastery of content standards. Students also submit written essays and papers, lab reports and more through the PLP for teacher review and grading. Assessment results allow teachers to address persistent misunderstandings, study habits, and determine if individual students need extra help during Learning Labs or other interventions/support.</td>
</tr>
<tr>
<td>Project-Based Learning and POV Presentations</td>
<td>Grades 6-12, formative and summative assessments of the mastery of project content, skills, and progression. At the end of each semester students will participate in a “presentation of learning” for their POV. Students will be assessed for both standards-aligned substantive content knowledge and presentation skills using teacher-developed rubrics. Grade level teaching teams will develop these rubrics (and share them with students in advance) using resources such as the Buck Institute.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Assessments</td>
<td>Grades 6-12, publisher, online and teacher created assessments used to evaluate whether students are mastering each grade-level standard and keeping pace for promotion. Used to guide small group and individual student interventions.</td>
</tr>
<tr>
<td>End-of-Term Assessments</td>
<td>Grades 6-12, cumulative end-of-term assessments are administered at end of each semester in each subject. Assessments are internally created to provide summative assessment of student mastery of CCSS/NGSS content standards.</td>
</tr>
<tr>
<td>CAASPPs (ELA, Math), CAA</td>
<td>Grades 6-8, 11, state standardized assessments (or Alternative Assessment) in ELA, Math.</td>
</tr>
<tr>
<td>CAST (Science)</td>
<td>Grades 8 and 10, state standardized assessment in Science.</td>
</tr>
<tr>
<td>ELPAC</td>
<td>Grades 6-12, an assessment of English language proficiency given twice annually to students who have limited proficiency in English. Results guide instruction and provided targeted student interventions and tutoring.</td>
</tr>
<tr>
<td>California FITNESSGRAM</td>
<td>Grades 7 and 9, a comprehensive, health-related physical fitness battery. Results help students develop a personal fitness program.</td>
</tr>
<tr>
<td>NWEA MAP</td>
<td>Grades 6-10, a nationally normed, standards-aligned computer adaptive assessment for reading, language usage, mathematics, and science will be administered three times annually: as diagnostic, interim, and end-of-the-year assessment of growth. Results will guide both whole-class lesson design as well as intervention plans and goal-setting for individual students.</td>
</tr>
<tr>
<td>PSAT 8/9</td>
<td>Grades 9, a nationally normed exam that provides early assessment about students’ college readiness and predicted success on PSAT and SAT. Results guide conversation with advisors.</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>PSAT/NMSQT</strong></td>
<td>Grades 10-11, a nationally normed exam that provides checkpoint on college readiness, practice for SAT, access to scholarship opportunities and college/career planning tools for students. Results guide conversation with advisors and college counselors. Target is 50% of students on track to be college-ready (a score of 910 in 10th grade or 970 in 11th grade) and 10+ points of growth for all students by 11th grade.</td>
</tr>
<tr>
<td><strong>SAT School Day</strong></td>
<td>Grades 11-12, a nationally normed college readiness exam. PRIME will host the SAT during school day to ensure that every student has access to this frequently used college admission test. Results guide conversation with advisors and college counselors.</td>
</tr>
<tr>
<td><strong>Torrance Test for Critical Thinking (TTCT)</strong></td>
<td>Grades 6, 8, 10 and 12, a highly reliable and most widely used test to identify the ability to think creatively in students and adults. Results are used to track the development of creativity thinking in PRIME students. This test typically takes between 30 and 45 minutes to administer. Results will be used to inform work in POV classes and end term projects.</td>
</tr>
<tr>
<td><strong>Student Resilience Survey (SRS)</strong></td>
<td>Grades 7 and 11, a normed test that measures factors which contribute to resilience. Results are used to track the development of resilience in PRIME students. This test typically takes between 30 to administer. Results will be used to inform work in POV classes and end term projects.</td>
</tr>
<tr>
<td><strong>Interprofessional Education Collaborative Competency Test (IPEC)</strong></td>
<td>Grades 6, 8, 10, and 12, assessment designed to competencies to relate to collaboration and student efficacy. This test typically takes between 30 and 45 minutes to administer. Results will inform curriculum planning, track the effects of degree programs on collaboration.</td>
</tr>
</tbody>
</table>

In addition to academic assessment, we will be evaluating demonstration of 21st skills as articulated by Dr. Tony Wagner using rubrics based on those developed by the Buck Institute for Education. These skills include:

- Critical Thinking and Problem Solving
- Collaboration Across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurship
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Creativity

**D. DATA ANALYSIS AND REPORTING**

At PRIME, we believe that data-driven instruction and inquiry is at the heart of supporting students in achieving their best academically and helping to prepare them for their future. As demonstrated by the figure below, we also believe data-driven instruction and inquiry is a continuous cycle that includes assessment, analysis, and action. After each of the assessments detailed above (daily, weekly, end-of-unit and end-of-term), data will be collected and shared with teachers for analysis which in turns allows PRIME to develop plans to support the needs of our students.

![Data Analysis Cycle](image)

Smaller formative assessments, such as exit tickets or in class work, occur daily. Teachers use these strategies during class or after an activity to check for student learning, which provides students with immediate feedback on the understanding of concepts and skills that have just been covered. Teachers can use the PLP to give them access to more resources or provide additional examples to help develop their understanding. Teachers continue to reassess using low stakes formative assessments to gauge student learning.

Summative assessments can include exams, research papers, essays, class presentations, and lab reports. These measure students’ mastery of academic concepts and skills over a period of time. In a Mastery Learning model, a student may have demonstrated a mastery of the academic knowledge, but has not demonstrated mastery of the skill. For example, a student may have written a history paper that used evidence and facts correctly, but did not write the essay with fluency, grade appropriate vocabulary or referenced reliable sources. In this case, a student is given a grade of “NMT” (Needs More

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79 http://www.tonywagner.com/7-survival-skills/
Time) and he is required to see his teacher during office hours to review his work, and to discuss how to resubmit it for a grade. If this is a pattern that a student has established (i.e. demonstrating strong academic knowledge but having difficulty with academic skills) his grade level teachers would discuss this at their weekly grade level team meeting. Based on the grade level team’s observation, they will provide the necessary interventions, including referrals to the Special Ed Coordinator or EL Coordinator, as needed. The student and parents would be notified of next steps.

The teaching teams and principals will examine grades at the five, 10 and 15-week reporting periods. This is done to identify attendance patterns and academic trends. Attendance is monitored daily, but if students are chronically absent, the parents will be brought in for a conference with the principal to develop a plan to support their child and family for success. Teachers will be notified of this and will monitor student progress. For academic trends, students who show improvement at the quarter mark will be highlighted at All School Meetings and a letter of encouragement will be sent home to families to keep up the good work. For EL students who show marked improvement, the grade level team, principal and EL coordinator will discuss next steps including assessments to gauge whether to move them forward or out of the program. For students who are struggling, intervention strategies including mandatory office hours, meeting with the SpEd or EL coordinator during Learning Lab times, and increased check-ins with their advisor will be required. Online programs, such as Achieve 3000, will be used to provide extra support beyond the school day.

External exams provide more information about the effectiveness of our academic programs. For example, based on results from our MAP tests results in Math, the principals might see that students scored poorly on expressing equal areas of larger shapes as a unit fraction. They would share the results with the math team and discuss/develop a plan to revisit this concept to strengthen those skills so students can demonstrate mastery of that material. The principals would work with the team around how to teach this unit differently next year and what supports the team needs in order to recalibrate their assessments and provide more accurate determination of mastery. As instructional leaders of the Charter School, the principals will conduct regular classroom observations, providing feedback for teacher growth and support, for all faculty.

The faculty meet weekly, as a whole group, as grade level teams and as departments. This time is used to discuss student trends, analyze data, and receive professional development around intervention strategies. Additionally, PRIME has 10 pupil free days of professional development, scheduled in October and January each year. These were placed intentionally, in order to provide teachers time to incorporate the data they have received in the first and second quarters into their instruction. This time is also used to provide whole faculty professional development on learning strategies. The principals will participate in grade level meetings and provide professional development in support of programmatic needs.

PRIME will utilize Summit Learning Platform to track and monitor students’ progress through their PLPs and assessments detailed above. Administrators and teachers will regularly analyze student data to identify strengths and weaknesses and create action plans for instruction and determine areas for intervention. This analysis will be done for individual students, as well as subgroups, whole classes, grade levels and schoolwide to help fuel continuous improvements at every level. School leaders and the Board will review student achievement data and other metrics (attendance, behavior, survey results, etc.) to assess whether PRIME is meeting its annual goals and what additional resources or changes may be needed to ensure the Charter School’s success. Through individual report cards, school newsletters/website, Board meeting agendas and minutes and other “official” documents (the LCAP,
SARC, etc.) the Charter School will distribute information about the Charter School’s progress, successes and challenges to all stakeholders.

The Principals (one Middle School, one High School) will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement that may indicate declining progress or inequitable outcomes among different sub groups; the Principals will gather data on the progress and performance of all of the every five weeks. Any problematic data trends will be directly addressed through meetings with individual teachers, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities.

Data review also will be used by school leaders to assess teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

E. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

PRIME’s grading policy is based on demonstration of mastery of standards-aligned learning objectives. Grades include student performance on in-class work, homework, and assessments (online, classroom tests, essays, presentations of learning, project work).

PRIME will implement a codified mastery-based grading system that will assess academic knowledge and skills. This will be implemented across all classes, grades 6-12. Mastery-based grading will ensure that students proceed with more challenging material when they have demonstrated “Mastery,” “Proficiency” or “Basic” competencies in accordance with defined objectives for each discipline. Students who demonstrate less than “basic” competency in summative assessments will earn a grade of “Needs More Time” (NMT). Specific skills and concepts will be articulated for mastery in each course and each term, thereby ensuring that students understand what is expected of them.

Students receive credit for each class with a grade of C- (70%) or higher. Students will receive numerical grades of 4, 3, 2 and NMT. These correlate to letter grades as follows:

<table>
<thead>
<tr>
<th>PRIME Grade</th>
<th>Equivalent Letter Grade</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A</td>
<td>Students who receive a 4 have consistently demonstrated an exceptional mastery of knowledge and skills of the content standards</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>Students who receive a 3 have consistently demonstrated a proficient mastery of knowledge and skills of the content standards</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>Students who receive a 2 have consistently demonstrated a basic mastery of knowledge and skills of the content standards</td>
</tr>
<tr>
<td>PRIME Grade</td>
<td>Equivalent Letter Grade</td>
<td>Implications</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Needs More Time (NMT)</td>
<td>Incomplete</td>
<td>A student earning less than 70% in a course needs more time to demonstrate a basic level of mastery with the content standards</td>
</tr>
</tbody>
</table>

PRIME teachers as grade level teams and/or academic departments (with oversight from their respective Principals) will determine the weight of each component of a grade in each class (i.e. 20% PBL or 30% summative exams).

Each teacher will put her/his policy of grading, course description and syllabus on the Summit Learning Platform for all students to access. Parents will formally be given interim grade updates at the 5 week, quarter mark (10th week), and 15th week of each semester. Additionally, parents will have access to the Summit Learning Platform at all times and can access their child’s grades in real time.

For students who receive interim grades of NMT, their teacher will work with the grade level team and school principal to determine any supplemental supports the student may need (tutoring, different curriculum, etc.). As needed, students who continue to struggle will be referred to the Student Success Team. For students who are unable to reach Basic Mastery within a semester, they may take the course again (credit recovery or summer school) before moving on to the next course. This allows students extra time to master material while keeping them on track to graduate in four years. PRIME also plans to offer summer school (budget permitting), which will enable additional time for students to earn credits.

In middle school and high school, students will be promoted to the next grade level when they have demonstrated at least Basic Mastery, which is a grade of 2 or higher, in their academic core classes (English, Math, History and Science). Should a high school student be unable to demonstrate Basic Mastery in one or more core subjects by the end of an academic year, she/he may be retained. Students who have received a grade of 1 in three or more academic classes at the end of the academic year will be recommended for retention. At the beginning of the fourth quarter (i.e. March) of each year, students who are receiving a grade of 1 in three or more classes will be notified via email via email and post that the student may need to repeat the year. The grade level team and counselor will meet with the student and the family to develop and implement a plan so the student can work to demonstrate mastery in the fourth quarter. If the student is unable to do so, he/she will be advised to attend summer school. Should the student be unable to recover credit in summer school for three academic classes, the student will be retained and the grade level team, principal, and counselor will make this evaluation. The counselor may bring the SST team to help with this evaluation. A plan with benchmarks, credit recovery and course progression will be put in place by the team and shared with the family so that the path to graduation is clearly articulated.
ELEMENT 4: GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

¹ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

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

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

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

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

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

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

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

**Responding to Inquiries**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

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

**PARENT ENGAGEMENT**

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

**FEDERAL PROGRAM COMPLIANCE**

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

PRIME will be a direct-funded independent charter school, operated by PRIME School, a California Nonprofit Public Benefit Corporation with 501(c)(3) status pending from the IRS, pursuant to California law. PRIME will be governed by the PRIME School Board of Directors (“Board”) in accordance with California’s Charter Schools Act, the Nonprofit Public Benefit Corporation Law, the corporation’s Bylaws and the terms of this charter.

PRIME School will comply with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act.

1. ORGANIZATIONAL CHART
2. **MAJOR ROLES AND RESPONSIBILITIES**

In addition to the PRIME Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of PRIME including but not limited to the following:

- Ensure PRIME meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Principal;
- Approve contractual agreements in accordance with Board policies;
- 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 Schools;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Designate a nominating committee and elect new Board members and provide orientation training;
- Participate in fundraising to support the Charter School;
- Remove any Director or Officer in accordance with the PRIME By-Laws;
- Ensure that there is a designated President, Secretary and Treasurer of the Board;
- 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 PRIME 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 PRIME 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.
The PRIME Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities through affiliation with California Charter Schools Association (CCSA) and other Board training opportunities. Trainings may include, for example, Brown Act training.

Co-CEOs/Principals
The Co-CEOs/Principals will serve as the instructional and operational leaders of the Charter School and oversee all instructional and administrative staff at the school site. They will recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff with Board approval and in accordance with Board policies and employment contracts; provide leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement; assess progress toward meeting the goals; provide guidance, supervision, and assistance in instructional practices and curriculum and assessment development that is standards-aligned and responsive to the needs of the students. Additional details are provided in Element 5.

B. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

PRIME will be governed by the PRIME School Board of Directors, who will maintain active and effective governance in accordance with its charter and its adopted corporate bylaws that shall be consistent with the terms of this charter.

Our Board of Directors is guided by our Bylaws. The Board will have a maximum of 13 directors and no less than 5.

All Directors will serve renewable two-year terms, with staggered rotations: for the current five directors on the Founding Board, no more than two of their terms expire in any given year. Selection of future Directors will be by majority vote of the Board to expressly fill positions that work within the needs of PRIME and its Board of Directors. Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of PRIME. The Board shall strive to include Directors who have expertise in education, law, finance, non-profit management, and more. 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.

C. GOVERNANCE PROCEDURES AND OPERATIONS

In the first year of operation, the Board will meet once a month for at least ten months out of the year; additional meetings may be called as necessary. In subsequent years, the Board may meet every other month or quarterly as determined by resolution of the Board.

All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code. All Board and Board committee meetings are held within the boundaries of LAUSD, typically at the school site (once secured), with telephonic participation available within the requirements of the Brown Act. Directors may participate in a meeting through use of conference telephone, or other electronic transmission in compliance with the Bylaws so long as:
1) Each director participating in the meeting can communicate with all of the other directors concurrently and;
2) Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection specific to, a specific action to be taken by the corporation.
3) For any meeting with board member telephonic participation:
   - At least a quorum of the Board must participate from teleconferencing locations within LAUSD’s jurisdiction.
   - Each teleconference location must be identified in the notice and agenda of the meeting.
   - Agendas must be posted at each teleconference location.
   - Each location must be accessible to the public.
   - The agenda must provide the opportunity for the public to address the Board directly at each teleconference location.
   - All votes must be by rollcall.
   - The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

Agendas for regular meetings will be published in advance and distributed to each member of the Board and will be posted near the entrances of the Charter School, at the entrance of the Charter School’s main office, and on the Charter School’s website for public viewing at least 72 hours in advance of scheduled meetings. The schedule for regular Board meetings will also be included in the Charter school’s monthly calendar that will be distributed to all parents at the Charter 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 at the primary entrance to the Charter School and on the Charter School’s website at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book located in the corporate records and available for review by the public.

A majority of the authorized Directors then in office constitutes a quorum. All matters shall be decided by the vote of a majority of Directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required by the California Nonprofit Public Benefit Corporation Law or by the Articles of Incorporation or Bylaws. Per Govt. Code §§ 54952.6; 54955; 54955.1 when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action.

PRIME has adopted a conflicts of interest policy that complies with the Political Reform Act, Corporations Code, and District policy. The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act.
D. STAKEHOLDER INVOLVEMENT

Parents will be involved in decision-making in regard to the overall school program in the following ways:

- Parent representation on the PRIME Advisory Council. The PRIME Advisory Council will include parent, teacher, and student representatives, which will meet monthly to advise the Principals on school policies, resource allocations and other matters, assist in the development of the Charter School Safety Plan and annual LCAP. Beginning in late September, PRIME Principals will meet with the PRIME Advisory Council to review the LCAP goals, successes, needs and gaps. These also include goal setting and resource allocation. The LCAP survey will be begin in Mid-October, with LCAP input sessions being held in October and November. The analysis of the community input will occur in December. In January and February, principals will host School Report Card conversations. Community recommendations will be shared with the community and district leadership in March, as these will be used to develop the LCAP and annual update. The PRIME Advisory Council will have a minimum of 12 members, consisting of 50% parents and students and 50% consisting of teachers and other school personnel. In the second group, the majority of representatives must be teachers. Members of the PRIME Advisory council may be nominated by completing out a parent, student or teacher nominating form. At a designated time at the beginning of each academic year, the community may vote for their representatives. Principals are also members of the PRIME Advisory Council. Representatives will be both from the Middle School and High School. The Council is advisory in nature, with decision-making authority retained by the Principals and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors.

- Parent participation in the Charter school’s English Learner Advisory Committee (ELAC), as applicable (if PRIME enrolls 21 or more EL students).

- Parent participation in the Parent Association, as described below.

- Parent attendance at Board meetings and engagement in the annual goal setting and reflection process for the annual LCAP.

- Parent completion of annual surveys, with incentives offered to generate full participation.

All parents of enrolled currently students shall be invited to be members of the PRIME Parent Association, it is important to note that the PRIME Parent Association is open to all parents of currently enrolled students and is different than the PRIME Advisory Council. The Parent Association will facilitate open communication among the entire PRIME community through monthly meetings where parents share information and have the opportunity to learn more about school activities and educational programming. Meetings will feature updates on committee work, parent education events conducted by PRIME staff and outside guest speakers, and opportunities for open discussion and mutual support. The PRIME Parent Association will also encourage community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. The president, secretary, and treasurer of the PRIME Parent Association will be elected by the membership each spring to serve the following year (in the first year, the election will take place in the fall). The PRIME Parent Association leaders will collaborate with the Principals and staff to maintain a comprehensive list of volunteer opportunities including but not limited to the following:

- Yard supervision before and after school and during recess
- Assisting during school celebrations and events
- Hospitality (hosting a visiting teacher candidate or speaker)
- Service as “Class Parent”
- Coordinating and chaperoning field trips
• Assisting with fundraisers
• Assisting in the office

While all parents will be encouraged to volunteer to support the Charter school and help foster a strong community, no child will be excluded from the Charter school or any school activities due to the inability of his or her parent or legal guardian volunteer.

In addition, PRIME will strive to ensure frequent and comprehensive home-school communications. PRIME will use a variety of means to communicate effectively with parents, including, but not limited to:

- Summit Learning Platform to communicate academic progress
- PRIME Website (i.e. school events, parent meetings, board meetings/agendas/minutes, college workshops, internship opportunities, important testing dates, upcoming holidays/non-pupil days)
- Talking Points (www.talkingpts.org) allows parents to receive and send texts in their language of choice
- Monthly coffee meetings with the Principals
- Parent and Student Orientation for all families in August, prior to the Charter school start
- Progress Reports shared at the five, quarter mark (10 week) and 15 week of each semester with formal report cards at the end of each semester
- Parent/Teacher Conferences at the Fall Semester.
- Parent/Student/Advisor meeting in the Spring semester to discuss advancement to the next grade level, course schedule for the next year, and plans for credit recovery if needed
- Grade level family meetings to discuss topics specific to that class. These may include upcoming field trips, school events and other activities.

Parents, students and staff will use Summit Learning Platform, a schoolwide system that allows ready access to students’ attendance, grades, and teacher assignments. We believe that the parent portal will transform the collaborative process among parents and teachers, enabling them to focus on the crux of the student information system - student performance and achievement.

Parents and students will be invited to monthly meetings that will include topics such as:
- Tips and Tricks to Manage a Stressed Out Brain
- Teen Years Explained: How to Support Positive Adolescent Development
- Preparing for the College Application Process
- Navigating the Personalized Learning Platform
- FAFSA Help Session

As detailed in Element 1, the Charter School will engage all stakeholders annually in the development and adoption of the LCAP, including review of progress, goal-setting, and resource allocation.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Employees’ job duties and work basis will be negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

Co-CEOs/Principals (one High School, one Middle School)
Assistant Principals (2 in Year 3)
Dean of Students (1 in Year 3)
Counselors
College Counselors
Teachers
Teacher Assistant
SpEd Coordinator/Resource Specialist
EL Coordinator
Office Manager
Office Assistant
Educational Tech Specialist
School Security Officers
Cafeteria and Janitorial Staff
A. EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES

Co-CEO/Principals

Selection of the CEO/Principal positions will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform.

The Co-CEO/Principals are responsible for all aspects of operations and the instructional program. They each supervise the teachers and non-instructional staff for their respective grade span, with shared responsibility for overseeing staff that serves both middle and high school. They will act as the instructional leaders at PRIME and shall be responsible for helping students achieve outcomes as outlined in the educational program. They also will develop and lead professional development and oversee the strategic planning of PRIME.

Qualifications:

● Master’s Degree from accredited college or university
● 5 years of successful full-time school experience, with no fewer than 3 years as a teacher
● At least three years of administrative experience in a school-based position.
● Experience with Project-Based Learning
● Ability to make formal, public presentations to various stakeholders.
● Effect oral and written communication and interpersonal skills

Individuals who fill the role of Principal at PRIME (Middle School or High School) will be educators with proven, successful results in serving students. He/she will practice a project-based approach to curriculum design, and be a collaborative individual who will engage students, parents and teachers at PRIME. He/she will be a leader and learner who practices 21st Century skills as outlined in our charter and one who models and believes in the power of adolescents to impact their community.

Responsibilities:

● Serve as the instructional and operational leader of the Charter School (Middle School or High School) and oversee all instructional and administrative staff at the school site.
● Recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff with Board approval and in accordance with Board policies and employment contracts.
● Organize and lead professional development for teachers and staff.
● Provide leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement; assess progress toward meeting the goals.
● Provide guidance, supervision, and assistance in instructional practices and curriculum and assessment development that is standards-aligned and culturally relevant and responsive to the language, social, and the academic needs of the student population.
● Develop annual performance target goals as part of the LCAP planning and update process in collaboration with school stakeholders; lead ELAC, School Site Council and any other parent committees/councils.
● (HS Principal): Oversee WASC accreditation process and UC/CSU A-G course approvals.
• Provide input on the Board meeting agenda and help ensure Brown Act compliance, in conjunction with the Board Chairperson; Attend all Board meetings and provide regular updates on student achievement and progress towards annual goals.

• Attend District Board meetings as necessary, as the Charter School representative, and serve as Charter School’s primary contact with District representatives.

• Engage in community outreach with area business, political and service leaders to benefit the Charter School, including partnerships for student experiences (e.g., POVs, internships, etc.)

• Propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.

• Establish Charter School procedures designed to carry out Board policies and oversee staff regarding compliance with applicable laws and Charter School policies, including Health and Safety policies and procedures.

• Oversee facilities development and preparation including short-term and long-term facilities planning.

• Communicate with legal counsel and any outside consultants.

• Approve all purchase orders and contracts up to $10,000, and check or invoice over $5,000 requires the signatures of both Principals. (PRIME Treasurer approves purchase orders over $10,001 and under $25,000, the full Board approves purchase orders and contracts over $25,000), pay warrants and requisitions and, upon approval, forward on for processing.

• Develop the Charter School budget and any necessary revisions in collaboration with back-office services provider and stakeholders, and submit to the Board for review and approval.

• Participate in the dispute resolution procedure and the complaint procedure when necessary.

• Oversee outreach and recruitment, lottery and enrollment, and student/family orientation.

• Attend SST and IEP meetings when necessary.

• Address student discipline issues in coordination with teachers and staff, including entering discipline information into student records.

• Coordinate the administration of standardized testing, EL program and reclassification (Prior to hiring EL Coordinator, will serve in that role).

• Oversee all parent/student/teacher relations, school events, parent communications and workshops and parent volunteers.

• Other duties as assigned by the Board of Directors.

ASSISTANT PRINCIPALS

Qualifications

• Master’s or advanced degree of at least equivalent standard from an accredited college or university

• Five years of successful full-time school experience

• Three years as a teacher in a K-12 school

• At least one year of administrative experience in a school-based position.

• Knowledge of the instructional needs of the District’s diverse student population

• Knowledge of current instructional programs and curriculum and state standards

• Knowledge of state, federal, and local policies, rules and regulations and education codes specifically those pertaining to ELs, foster youth, low income students, standard ELs, gifted and talented, and students with disabilities.

• Ability to make formal, public presentations to various stakeholders.

• Effect oral and written communication and interpersonal skills
• Skill in leading an instructional program including facilitating group processes, consensus building, and conflict resolution.
• Capacity to lead, direct, supervise, coach, and evaluate teachers and other personnel.
• Ability to effectively engage family and the community.
• Understanding of, sensitivity to, and ability to work with the needs of the various cultural, ethnic, socioeconomic, linguistic, and disability groups in the Charter School community.
• Ability to work collaboratively and build strong relationship with students, school personnel, and community and business partners.
• Ability to direct the management activities.
• Other duties as assigned.

Assists the principal in performing secondary school management duties in accordance with applicable laws, the rules of the Board of Directors, and policies and procedures. Assists the principal in maintaining a comprehensive, instructionally effective and compliant program that accelerates the academic achievement for all student subgroups and targeted populations, including English learners, low income students, foster youth, Standard English learners, gifted and talented, and students with disabilities. May act as administrative head of the Charter School in the absence of the principal.

Responsibilities
• Assist in the implementation of the instructional program; supervises and monitors core programs leading continuous student learning improvement.
• Supports school staff in developing long and short-range plans for achievements.
• Develops, supports, guides, and evaluates teachers and other personnel to ensure achievement of all student subgroups and targeted.
• Provides instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English learners, foster youth, low income students, Standard English learners, gifted and talented, and students with disabilities.
• Leads teachers and assists the principal to ensure that the professional development plan and intervention services are aligned with the Single Plan for Student Achievement and the District’s Master Plan for English Language Learners.
• Serves as an instructional team resource to Charter School parents and students.
• Assists in formulating, interpreting, and implementing the Charter School’s administrative policies.
• Coordinates and assists the principal with the Charter School budgets and the monitoring of expenditures of school funds.
• Collaboratively implements a plan for schoolwide Positive Behavior Support that encourages students to set goals and monitor their own behavior.
• Organizes, assists, and implements the Charter School’s Safety Plan and oversees compliance by school staff with the Safety Plan.
• Counsels students and recommends and implements student intervention or disciplinary actions in accordance with the Education Code, District policy and procedures, and the Charter School’s student responsibility code, as the designee of the Principal.
• Assists the Charter School principal to meet state and federal mandates and to ensure instructional monitoring and compliance needs.
• Assists with the overall campus management, student services, extracurricular activities, and community affairs.
During periods of critical personnel shortage or other emergency situation, shall temporarily assume any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.

Performs other duties as assigned.

DEAN OF STUDENTS

Qualifications

- At least 3 years of teaching experience; urban, charter experience preferred
- Bachelor’s degree, with an advanced degree strongly preferred
- Experience coaching teachers preferred
- Strong leadership and team building skills
- Superb organizational, self-management, and problem-solving skills
- Excellent communication skills (written and oral)
- Demonstrated success using data to drive instruction, with a strong understanding of pedagogy that drives results
- Insistence on academic excellence and rigor at all times
- Alignment with the educational philosophy and core beliefs of PRIME School

Responsibilities

The dean of students will implement school-wide systems and procedures that are structured, predictable, and support the Charter School’s ambitious academic expectations. Additionally, the Dean of Students will:

- Design and implement community meetings and celebrations to help build a culture of joyfulness
- Design and execute procedures for arrival, lunch, dismissal, and other school routines
- Work with the teachers to ensure a successful advisory program
- Provide support to teachers, helping them build and create a warm, structured and a restorative approach to classroom culture
- Reinforce and maintain the Charter School’s culture of high academic and behavioral achievement
- Ensure that students meet high expectations for attendance
- Work with parents, families, and caregivers to build and maintain strong relationships throughout the course of the Charter School year

The Dean of Students reports to the Charter School principal, collaborates with teachers, and participates as a member of the Charter School leadership team.
TEACHERS

Qualifications
PRIME teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l) and applicable federal law. Primary teachers of core, college preparatory subjects (English language arts, mathematics, science, history and social science, and special education) will hold 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 addition, teachers will hold English Learner Authorization.

Responsibilities
The Teacher is responsible for educating each student in his or her charge and for working with students, parents, other teachers and staff toward achieving the goals set forth in the PRIME Charter. The teacher reports to the Principal (Middle School or High School). The Teacher is responsible for implementing the instructional vision of PRIME, including ensuring a highly personalized, rigorous, standards-aligned, college-preparatory and mastery-based education for all students in line with the California State Standards.

Key Responsibilities:
- Responsible for conducting a professional, organized, and learner-centered classroom
- Teach subject area according to curriculum goals developed by the grade level teams. Maintain ongoing curriculum evaluation and development to meet the needs of students. Collaborate with other faculty in delivery of appropriate instructional approaches, working to serve the various learning needs of PRIME students.
- Implement curriculum and instruction in a manner consistent with PRIME’ Mission, including understanding, modeling and fostering independent thinking skills, creative problem solving and abstract reasoning. Show empathy and understanding of students.
- Develop with parents and students a cooperative partnership based on mutual respect
- Assess student performance frequently and objectively
- Facilitate resolution of problems that might arise with students and parents
- Hold parent/student/teacher team conferences
- Encourage parents to be contributors to their students’ education
- Is accountable for student performance toward identified standards
- Collaborate as a member of a team, that can include experts from the community, in the design of projects, curriculum and student outcomes
- Facilitate student Advisory groups following an agreed upon curriculum
- Maintain documentation of efforts to create consistent and meaningful communication with parents
- Establish a coherent plan for classroom discipline and keeps clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class
- Maintain records for attendance, submit completed report cards on time, and complete school-wide assessments on time
- Participate in all school community professional development as well as individual professional development in areas identified through evaluations
- Provide leadership to before and after school activities, act as the teacher liaison to select committees, participate in the evaluation of Presentations of Learning and Transitional Presentations of Learning as directed
Follow policies established by PRIME Board of Directors, and District and State mandated school guidelines

Supervise lunch/nutrition break as necessary

Other duties as assigned, including evening events at school site.

**COLLEGE COUNSELORS**

**Qualifications**

- Possession of a Pupil Services Credential
- Minimum of 2 years of experience as a school college counselor
- Bachelors from an accredited college or university

**Responsibilities**

- Upon enrollment and on an on-going basis, counsel individuals and groups of students in the areas of educational, personal, physical and social needs; provide guidance to students in matters regarding graduation, college entrance requirements and scholarships; consult with parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.
- Provide student academic course programming, scheduling, and on-going counseling to ensure preparation and/or fulfillment of A-G college entrance course requirements.
- Provide on-going group and one-on-one college counseling inclusive of college exploration, applying to college, college admission follow-up, applying for financial aid, college diagnostic placement, and any other college transitioning assistance necessary for student post-high school success.
- Assist in organizing the administration and interpretation of standardized tests (PSAT, SAT, ACT, AP, SBAC, etc.); interpret the results of standardized group tests of achievement and scholastic capacity to administrators, parents and teachers.
- Work collaboratively with all instructional staff to maximize and ensure educational access for all students to learning and academic achievement.
- Help students effectively utilize the educational opportunities of the Charter School; recommend available resources within the Charter School, school system and community to meet the needs of individual students; assist in making such referrals and contacts; conduct parent workshops to promote school attendance and academic performance. Assist in coordinating the gathering of important student records and cooperates with other pupil services staff in scheduled student case conferences; participate in Student Success Team and other problem-solving conferences.
- Serve as a resource person to Matrix personnel and parents regarding the counseling and guidance program.
- Other duties as assigned.
**SPECIAL EDUCATION COORDINATORS (RSP)**

**Qualifications**
- CA Special Education Credential with EL authorization
- Teaching or therapy experience with Special Education students preferred. Knowledge of IEP process as outlined by the Individual with Disabilities Education Act (IDEA) and California State Special Education laws and regulations.
- Ability to provide evaluation and screening to determine eligibility for special education.
- Knowledge of resources available to parents of special education students.
- Ability to provide in-service training, including curriculum resource to regular staff.
- Experience and commitment to working collaboratively with staff, parents, and the community.
- Experience in design and implementation of behavioral strategies and plans.
- Ability to work independently and efficiently to meet program objectives.
- Good communication and interpersonal skills.
- Bilingual (E/S) preferred; BCLAD preferred

**Responsibilities**
The Special Education Teacher bears full responsibility for the planning and implementation of the individualized education plans for students with special needs.

The job responsibilities of the Special Education Teacher are the same as the job of the Teacher with the following additions:

- Develop and implement appropriate educational curriculum for students with special needs, including providing faculty with program and testing modifications from each student’s IEP before the start of Charter School year and ensure compliance with all required program modifications indicated in each student’s IEP
- Work with teachers to design, modify and implement project curriculum to meet the individual learning needs of students with disabilities and use of effective teaching and behavior management strategies
- Collaborate with team teachers to manage and organize the physical classroom environments to promote learning, including the development of classroom management systems
- Provide direct instruction to individuals and small groups
- Monitor student progress towards achieving instructional objectives and goals on the IEPs
- Conduct diagnostic tests and timely assessments of students including completion of the Evaluation Report (ER) and Individual Education Plan (IEP) related paperwork
- Report quarterly progress on each student to team teachers
- Function as liaison and advocate for special education students in home teams and with personnel from outside agencies as necessary
- Maintain regular contact with parents of students receiving special education services
- Meet with parents/guardians prior to IEP meetings to communicate results of assessment so that parents can fully understand the assessment results and contribute fully to the IEP meeting
- Create welcoming environment for parents participating in any meetings with school personnel regarding student performance
- Conduct at least two parent education meetings/workshops on special education related topics
- Develop, maintain, and participate in Student Support Team meetings for students identified as being potential Special Ed students.
• Participate in the shared decision-making through which the program is administered by attending faculty meetings and collaborating with others on staff to make the best decisions for the overall school program
• Work with the administrative staff and other faculty members to ensure the implementation of a cohesive educational program
• Report special education statistics, as they become available
• Complete all IEPs on the Welligent system
• Complete ER and IEP paperwork as required by federal and state laws
• Maintain the confidential files for special education students
• Participate in determining appropriate classroom placement for incoming and transitioning students
• Supervise assigned staff/volunteers/tutors effectively.

COUNSELORS

QUALIFICATIONS
• Master’s degree or advanced degree of at least equivalent standard from an accredited college or university
• Knowledge of the growth development of children and adolescents, learning theory, and mental health concepts
• Knowledge of the growth development of children and adolescents, learning theory, and mental health concepts
• Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents
• Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices
• Ability to assume leadership in teacher/staff development activities
• Understanding of the relationship between the total education program as well as counseling and psychological services
• Facility in oral and written communication
• Appropriate appearance and cleanliness, appropriate manner including poise, tact, good judgment, and ability to work effectively with District personnel community representatives, and students.
• One of the following CA credentials or combination of credentials authorizing K-12 service must be in force and on file in the Office of the LA County Superintendent of Schools:
  o General Public Personnel Services Credential authorizing service as a school psychologist
  o Service Credential with a specialization in pupil personnel services designating service as a school psychologist
  o School Psychologist Credential
  o Knowledge of the growth development of children and adolescents, learning theory, and mental health concepts.

Desirable Experience
• A minimum of 2 years as a school psychologist, school psychologist intern, school counselor, or teacher in a public school setting
• A minimum of 2 years full-time school experience in a certificated position(s) in programs and/or services involving exceptional students.
Responsibilities

Provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling.

- Conducts psychological assessments and develops case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning; files such case studies in compliance with established policies and procedures.
- Interprets the findings of individual studies to principals, teachers, parents, students, and others directly concerned with the welfare of students.
- Evaluates the results of tests in relation to the cultural, environmental, and language backgrounds of students.
- Consult with the administrative staff on student referrals for supplementary counseling, psychological evaluation and case conferences, inclusive of IEP documentation and participation.
- Participates in the process required by federal, state, and local regulation for the identification, placement, and review/re-evaluation of students with special needs; participates in and may act as chairperson for such groups as the school-site Individualized Educational Program Team (Special Education) and Student Study Team (Regular Education).
- Assists in developing a written individual education plan for students who are eligible for special education placement and/or service; assists in developing recommendations regarding eligibility, program placement, and affective or cognitive experiences for the Gifted/Talented Program.
- Assists in developing behavioral objectives for individual students and special class groups; suggests implementation strategies as appropriate; confers with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment.
- Assists with the organization of, and serves as a leader in, staff development activities in the field of psychological services.
- Serves as a resource person to school personnel in the effective use of District and agency educational support services.
- Serves as liaison to other organizational units of the District, community agencies, and private professional persons on matters related to student placement and adjustment.
- Provides psychological counseling to students, staff, and parents in crisis situations and serves as a member of the Charter School crisis team.
- Participates in research to evaluate procedures and tests used in assessments; makes systematic reviews and prepares reports as directed.
- During periods of critical personnel shortage or other emergency situations, shall temporary perform any duties, as directed, within the authorization of any credentials held by the incumbent which are registered with the Office of Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
- Performs other duties as assigned.
TEACHING ASSISTANTS

Qualifications
• Documentation of High School Graduation and post-secondary units hold an associate degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university
• Candidates for teaching profession are preferred
• Demonstrated competency in mathematics and language arts as evidenced by transcripts or completion of a basic skills assessment
• Strong interpersonal, oral and written communication skills
• Good computer skills
• Bi-lingual Spanish/English preferred

Responsibilities
• Supervise and assist students in Learning Labs
• Under the supervision of highly qualified teachers, assists teachers with instruction and reinforces learning experiences
• Assist and supervise individual and groups of students in the classroom and other school environments (such as school yard and/or outdoor activities) and in transitions from place-to-place
• Attend professional development opportunities offered by the Charter School
• Assist in observing and recording data related to behavior and academic achievement of students (including students with special needs)
• Assist in implementing positive behavioral support strategies
• Facilitate positive social interactions among students
• Participate in staff development activities as appropriate
• Perform related duties as assigned.

OFFICE MANAGER

Qualifications
• Bachelor’s degree
• Minimum of 2 years of professional experience required
• Spanish language skills preferred
• Prior school or non-profit experience preferred
• Excellent organizational, planning, and implementation skills
• Excellent written and verbal communication skills.
• Ability to multi-task, adapt to changing priorities and meet deadlines
• Highly detail-focused and results-oriented
• Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students
• Highly proficient in Microsoft Excel, PowerPoint, and Word
• Demonstrated initiative, leadership, and tenacity
Responsibilities

- Report payroll at Middle School and High School
- Coordinate with benefits provider and act as liaison between employees and benefits providers
- Order all supplies
- Serve as a liaison between the Charter School and vendors
- Act as a liaison between the Administration, Board of Directors and the back office provider
- Maintain and update online student enrollment
- Organize public lottery
- Manage/monitor/supervise office operations.
- Develop and implement clerical and administrative procedures for daily school operations.
- Prepare correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Other duties as assigned.

OFFICE ASSISTANTS

Qualifications

- High School Diploma
- Oral and written proficiency in Spanish required
- AA preferred
- Prior school administrative experience preferred
- Strong proficiency with the Microsoft Office suite
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies

Responsibilities

- Answer telephones and greet guests
- Organize, secure, and maintain the reception area
- Attend to student needs and injuries
- Clear student absences, run PowerSchool reports, make daily attendance calls
- Assist with student enrollment
- Prepare correspondence, reports, bulletins, files, forms, memorandums, and perform other clerical and administrative duties as assigned by the Principal or Office Manager
- Upload files to CALPADS
- Maintain student emergency cards and health records and ensure confidentiality
- Request, send, and maintain cumulative records
- Maintain student lunch system
- Other duties as assigned.
EDUCATIONAL TECH SPECIALISTS

The Information Technology Coordinator will control and manage technology resources; promote technology utilization within STEM Prep ES; possess the ability to develop and follow a technology plan; an understanding of emerging technologies that can be used in support of STEM Prep ES’s mission; and a solid foundation of hardware, instructional software, and network infrastructures.

Qualifications:
- High School Diploma, preferably an AA
- Experience supporting a small to mid-size organization in the area of information technology, including setting up networks, email accounts, and databases
- Ability to diagnose and fix small computer problems
- Ability to seek additional support from vendors, when needed

Responsibilities:
- Providing leadership in the use of technological delivery systems for instruction
- Providing computer acquisition assistance, network administration, installation and user information, and ongoing user assistance
- Developing a comprehensive technology plan for the Charter School
- Assessing and evaluating technology needs to ensure effective implementation of the strategic plan, technology plan, and local curricula of the Charter School
- Developing and/or conducting basic “end-user” technical training for staff members on the utilization of technology
- Coordinating the design, implementation, utilization, troubleshooting, and maintenance of the district network and infrastructure including LANs, WANs, servers, switches, routers, phone system, and other peripherals
- Ensuring accurate, up-to-date inventory records, including, but not limited to technology inventory, repair records and maintaining a resource catalog of software, materials, and plans for replacement and/or upgrade of technology
- Assuming responsibility for networking and maintenance of hardware capabilities with the Charter School system
- Keeping all hardware operational and developing a preventative maintenance program for all equipment
- Maintaining system physical security and data backups
- Serving as a technical consultant to administration and curriculum leaders
- Providing all telephone, electronic mail and onsite technical services to assist all school personal to utilize technology in the performance of their job responsibilities
- Coordinating and scheduling updates to the Charter School website
- Repairing (or arranging to have repaired) technology-related equipment and maintaining upgrade and repair records
- Ensuring all necessary records are accurate and complete as required by laws, district policies, and school regulations
MAINTENANCE/CUSTODIAL STAFF, CAFETERIA STAFF, SCHOOL SECURITY OFFICER

Qualifications
- High School Diploma

Responsibilities
As assigned.

SUBSTITUTES

PRIME will contract with a substitute teaching service such as Sub Ready to ensure a qualified pool of substitute teachers is available at each Success Center.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. 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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

A. CUSTODIAN(S) OF RECORDS

The CO-CEOs/Principals will serve as the Custodian of Records for PRIME.

B. STUDENT HEALTH AND WELLNESS

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, PRIME will offer the National School Lunch Program, and provide a nutritious breakfast, hot lunch and snack program. In Advisory, students will receive health and wellness curriculum including nutrition education, fitness, substance abuse, sexual health, healthy relationships and more. Through P.E., students in grades 6-8 participate in standards-aligned physical activity for a total of more than 200 minutes every 10 days. P.E. activities are designed to be fun and engaging to get students moving and develop life-long interest in sports and physical activities. In high school, students may choose from electives including Yoga and Mindfulness and Health.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

PRIME will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. Recruitment efforts will include, but are not necessarily limited to:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process, including several months of outreach activities, open houses and informational meetings in September, October, November and January. The application period runs from September to February, with a deadline in mid-February.
- The development of promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English, including Spanish to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. A sampling of these organizations includes:
  - Jtech Institute Inc.
  - Boys & Girls Club of America
• Gardena-Carson Family YMCA
• Century Center for Economic Opportunity
• YouthBuild
• Indochinese Youth Center
• Okinawa Club of America
• Gardena Valley Baptist Church
• SouthCities Ministry
• Hollypark United Methodist Church
• Maria Regina Catholic Church
• Church of the Holy Communion
• Bible Baptist Church
• First Presbyterian Church
• Rectory Office for St. Anthony of Padua
• Assemblies of God Churches
• Church of Jesus Christ of Latter-day Saints
• Children Striving Together
• Southbay Center
• Two Bit Circus Foundation’s Maker Space

PRIME realizes that students and their families are the best ambassadors of the program. In later years, PRIME families will be asked to tell their friends, neighbors, and community about the new program. Local events, local media, fliers and more will all help to spread the word; school staff will meet with leaders of local elementary schools to inform them about the new program.

PRIME will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School. PRIME will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.
ELEMENT 8: ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student’s IEP, Section 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 & PREFERENCES**

PRIME will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School is open to any resident of the State of California. PRIME will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A). To be included in the admissions process, families must submit a Lottery Form, which will include the student’s name, grade, birthdate, and contact information.

**B. STUDENT RECRUITMENT**

PRIME will make every effort to encourage and recruit students of various racial and ethnic groups, socioeconomically disadvantaged students, students with disabilities, and students with a history of low academic performance. PRIME will maintain an outreach program to inform prospective students about the opportunities at PRIME and will continuously monitor the success of specific efforts and the broader program to ensure that “hard to reach” students are included.

As detailed in Element 7, PRIME’s outreach plan includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic balance among students that is reflective of the general population of the District, who may benefit from our alternative, personalized model, as well as socio-economically disadvantaged residents (the majority of residents in our target neighborhood):

Advertisements about PRIME informational meetings and Open Houses for potential families will be placed in local English and Spanish language newspapers in the fall. Informational meetings for potential families will be held in September, October, November and January. In addition, flyers and mass mailer postcards will be created and distributed throughout the target community. More detailed mailings with a letter about the Charter School will also be sent out to targeted local Gardena elementary and middle schools, homes, businesses, homeless shelters, churches, community centers, area medical clinics, community housing partnerships, and other community-based organizations.

**C. LOTTERY PREFERENCES AND PROCEDURES**

Should the number of pupils who wish to attend PRIME exceed space available, a public random lottery will take place to determine the Charter School enrollment in accordance to Education Code section 47605(d)(2)(B) and all federal requirements. Students currently attending PRIME will be exempt from the lottery. Preference for available spaces will be given to students in the following order:

1) Those who reside within the Los Angeles Unified School District
2) Siblings of admitted students
3) To children of Founding Parents, teachers, and staff not to exceed 10% of total enrollment in accordance with District policy on Founding Parents

No other preferences shall be given in the lottery or admissions process.\(^{80}\)

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\(^{80}\) During any period of discretionary grant funding from the U.S. Department of Education, PRIME will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the school will modify its lottery procedures to ensure compliance and eligibility for federal funding.
At PRIME, we believe that parents are partners on the path to college. We want to start this partnership during our founding stage and ensure that families who contribute their time and are invested in our school will be able to enroll their children. The designation of “Founding Parent” will be in full compliance with District Policy as adopted by the LAUSD Board of Education on February 2, 2012. Eligibility for Founding Parents is determined by contribution of 40 hours of personal volunteer time starting September 6, 2017 through to the first day of instruction. There will be no contribution of funds as part of the Founding Parent commitment. PRIME will comply with all oversight requirements and will submit required documentation to the Charter Schools Division. Volunteer hours will be monitored and kept by the Co-CEOs of PRIME.

Open enrollment will begin each September on a designated date set by PRIME and continue until the designated application deadline in February. Interested students who complete a Lottery Application Form by the designated deadline will be considered for the public random drawing, approximately two weeks after the application deadline. Public notice will be posted at a publicly accessible area on the Charter School campus (for the first year, in a publicly accessible, ADA compliant location in Gardena) regarding the date and time of the public drawing. Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, during Open Houses and other recruiting events, and on the Charter School website and at the Charter School location (once available). 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 Charter School will choose a date and time for the lottery approximately no later than two weeks after the application deadline in February (after 3 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the Charter School site (during the first year, in a publicly accessible, advertised location in Gardena). PRIME will invite respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed. The lottery is open to the public.

Within two weeks following the lottery, students who are offered spots will be notified via mail (at the address parents listed on the Lottery Application Form) and instructed to complete an Enrollment Packet and return the Packet within two weeks of the date on the notification letter to secure their spot. School staff will be available to assist families in completing this paperwork if needed. Students who are placed on the wait list will be notified of their status in writing. Upon enrollment, the following is required:

- Parent signature of Parent/Student Handbook agreement form
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Parent attendance at a school orientation meeting, in August, for new families is encouraged but not required for enrollment.

Once all spaces are filled via the lottery, a waiting list will be developed in the order names are drawn in the lottery, with students who apply after the lottery deadline added to the end of the wait list.

Remaining names will be pulled and placed in chronological order to populate the waitlist. Students applying for enrollment after the lottery will be added to the waitlist in the chronological order in which they apply. At any time, a family may request to be removed from the waitlist, which such request shall
be granted. Waitlists shall be valid for the duration of the applicable school year for which the lottery populating the waitlist took place. Families of students included in the lottery will be notified of enrollment and waitlist status by written letter and phone call from the Principal or his/her designee within two weeks of the lottery. If a seat becomes available for students on the waitlist, families will be notified by written letter and phone call from the Principal or his/her designee and offered an open seat in chronological order, as identified on the waitlist. Families notified of an open seat from the waitlist up until two weeks prior to the start of the school year must confirm enrollment and complete enrollment documents within ten (10) business days of notification. Families notified of an open seat from the waitlist less than two weeks prior to the start of the school year or during the course of the school year must confirm enrollment and complete enrollment documents within seventy-two (72) hours of notification. In the event a family declines an offer for a seat, the next student in chronological order on the waitlist shall be offered a seat until the seat is filled. In no event shall a waitlist be applicable for more than one school year. Students on a waitlist who are not offered a seat prior to the conclusion of a given school year must apply for enrollment the following year. PRIME School shall maintain records of applications, lottery, waitlists, enrollment, and notifications related thereto. Policies related to enrollment and lottery shall be available at the Charter School site.

Students on the waiting list will be notified by phone immediately if space becomes available and, if it is still at least two weeks prior to the start of the new school year, they will have two weeks to return the enrollment forms; if it is less than two weeks to the start of the new school year or school has already begun, families will have 72 hours to return the enrollment forms and secure their child’s place. If the enrollment forms are not returned within the allotted time, then admission for that student is forfeited, and the next student on the waiting list will be contacted. As students’ parents/guardians are called from the wait list, the front office personnel will make a notation of the date and time of the call, if a contact was reached or a message left, and whether the student accepted or declined to be enrolled.

Records of each application will be kept on file in the main office and, after the lottery has been held, a record of the students selected for admission via the lottery, and the order in which they were selected, will be kept in the main office as well as the wait list.
ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:
   a. Provisional Budget – Spring prior to operating fiscal year
   b. Final Budget – July of the budget fiscal year
   c. First Interim Projections – November of operating fiscal year
   d. Second Interim Projections – February of operating fiscal year
   e. Unaudited Actuals – July following the end of the fiscal year
   f. Audited Actuals – December 15 following the end of the fiscal year
   g. Classification Report – monthly according to Charter School’s Calendar
   h. Statistical Report – monthly according to Charter School’s Calendar of Reports
   In addition:
      • P1, first week of January
      • P2, first week of April
   i. Instructional Calendar – annually five weeks prior to first day of instruction

Other reports as requested by the District

A. ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of PRIME to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:
   ● The Board will appoint an Audit Committee by January 1 of each year.
   ● The Audit Committee shall include persons who are not members of the board, but shall not include any staff of the corporation. In addition, any person with expenditure authorization or recording responsibilities within the organization shall 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 charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract.
● At the conclusion of the audit, the Co-CEOs/Principal and the Audit Committee will be responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the Board of Directors with recommendations on how to resolve them.
● The Board will review and approve the audit no later than December 15.
● The Board will submit a report to the District describing how the exceptions or deficiencies (if any) have been or will be resolved to the satisfaction of the District along with an anticipated timeline.
● The Co-CEO/Principal will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 Section 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 Section 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 Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

A. DISCIPLINE FOUNDATION POLICY

PRIME will adhere to a positive behavior philosophy consistent with the District’s discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. In order to ensure stakeholder “buy-in,” the school-wide discipline policies at PRIME will be developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment; modifications will be discussed with LAUSD’s CSD staff to determine whether a material revision to this charter petition may be required. This policy will include, but is not limited to the students’ rights and responsibilities while on school grounds as well as PRIME’s suspension and expulsion policies. PRIME will focus on a positive school climate consistent with the District’s School Climate Bill of Rights resolution. We use alternatives to suspensions to support students when behavioral missteps occur, including advising and counseling students, detention during and after school, and the use of alternative educational environments. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process.

Upon enrollment and at the beginning of each school year, PRIME families will each receive a copy of the Student and Family Handbook sent to each family at the beginning of the school year. School staff also will review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior and how to understand, distinguish, and address different types of behaviors.

Management strategies focus on proactive, rather than reactive strategies, and will focus on empowering students to evaluate their own behaviors and make responsible decisions. PRIME will implement the acclaimed Way of Council program in Advisory, as well as Restorative Justice Practices.
PRIME strongly supports LAUSD’s Restorative Justice Statement, which reads in part “When Restorative Justice practices are consistently applied within a school wide context, they improve school climate, promote community, and reduce student misconduct. They will also strengthen positive school culture and enhance pro-social relationships within the school community.”

Teachers will be trained in Restorative Justice Practices and Way of Council, and specific steps for how these will be used will be included in the Student and Family Handbook.

The discipline system is designed to create a culture of learning and the Code of Conduct (included in the Student and Family Handbook) is created to be preventative. Teachers will use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion.

Students who do not adhere to stated expectations for behavior and who violate the Charter School’s rules as stated in the Student and Family Handbook/Code of Conduct may expect 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 (i.e. participation in extra-curricular activities)
- Individual behavior contract
- Referral to the Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Detention during or after school
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

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 school property.

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

Any student who engages in repeated (more than 2) violations of the Charter School’s rules and polices governing student conduct will be requested to attend a meeting with the Principal or his/her designee and the student’s parents. The Principal (or designee, Assistant Principal or Dean of Students) 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.

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Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions, as further described below. More egregious violations will be considered grounds for expulsion and may result in the expulsion of a student who engages in conduct that constitutes grounds for an expulsion, as set forth below. Suspended students are responsible for making up all missed work within a specified time period as directed by the student’s teachers and/or appropriate Charter School personnel. The work assignments will be provided by the student’s advisor.

**Suspension and Expulsion Policy and Procedure**

In creating the PRIME discipline policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion; modifications will be discussed with LAUSD’s CSD staff to determine whether a material revision to this charter petition may be required.

**B. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the Charter school campus;
4. During, or while going to, or coming from a school-sponsored activity.

**Enumerated Offenses**

1. **Discretionary Suspension Offenses:** Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property.

   g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but
not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff,
chew packets and betel. This section does not prohibit the use of his or her own prescription
products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug
paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in
physical properties to an existing firearm as to lead a reasonable person to conclude that the
replica is a firearm.

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

n) 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.

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

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

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

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

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

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

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and
without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (v)(1) and (v)(2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.
c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

e) Robbery or extortion.

In some instances, sexual harassment, sexual battery or sexual assault may also constitute child abuse. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner. If child abuse is suspected or alleged, a suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

n) 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.

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

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

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

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

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

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

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (v)(1) and (v)(2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Branding a knife at another person.

c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

e) Robbery or extortion.
If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. SUSPENSION PROCEDURE

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process. The Principals are authorized to suspend students. Students will not be suspended, whether in-school or out-of-school, for more than (5) five school days for each suspension or more than (20) twenty school days combined during one academic year.

Suspensions shall be initiated according to the following procedures:

1. Family Conference

Suspension shall be preceded by a conference conducted by the Principal (of the grade span the student is in) with the student and his/her parent or guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student.

The conference may be omitted if the Principal or Principal’s designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by the Principal as soon as possible.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil’s parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.
2. Notice to Parents/Guardians

At the time of suspension, the Principal or Principal’s designee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense(s) committed by the student. In addition, the notice will contain the date and time the student may return to school following the suspension. If the Principal wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

The length of the out of school and in school suspensions will be determined by the Principal or Principal’s designee based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The total number of days for which a pupil may be suspended from the Charter School shall not exceed twenty (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 thirty (30) days in any school year.

The Advisor 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 and all needed materials will be left in the front office. Students will take all tests missed upon their return to school.

In-School Suspension

In-school suspensions are given as an alternative to out of school suspensions and are held in the respective Principal’s office (Middle School, High School, or other designated supervised location). During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students’ teachers address behaviors that may have contributed to the students’ in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

Out-of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student violated one or more of the enumerated offenses listed above.

4. Suspension Appeal

Parents will be notified on the day of suspension. Thereafter, within the term of suspension, the student’s parents/guardians may request in writing, an appeal of the Suspension to the Co-Executive Director. If the initial suspension decision was made by the MS Principal, the appeal shall be heard by the Co-Executive Director/High School Principal and vice versa. If the initial suspension decision was made by a designee of the Principal, the appeal shall be heard by the Principal. The Co-Executive
Director shall review the written appeal within five (5) school days of receipt of the parents/guardians’ written appeal. The Co-Executive Director shall review the written appeal and make a final determination of whether the student committed the offense(s) serving as the basis of the suspension and then submit his/her written determination to the student’s parents/guardians within three (3) school days of considering the appeal. Following due consideration, the decision of the Co-Executive Director or Principal will be considered final.

5. Recommendations for Expulsion

Upon a recommendation of expulsion by the Principal or Principal’s designee (the Assistant Principal), the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Principal or Principal’s designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process.

D. AUTHORITY TO EXPEL

A student may be expelled by the Administrative Panel to be assigned by the Board of Directors, or by the Charter School Board of Directors upon appeal. The Administrative Panel should consist of at least three (3) members of PRIME School (credentialed faculty and administrators) who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel and Board of Directors may expel any student found to have committed an expellable offense.

E. EXPULSION PROCEDURES

The Charter School’s Expulsion Policy has been established in order to provide a safe learning environment for all students, staff, and stakeholders. The Charter School’s rules and procedures governing an expulsion are consistent with state and federal laws and provide students their due process rights.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion. While pending an expulsion hearing, the student shall continue to receive access to his/her education.

The Administrative Panel will then hold a hearing on the case, and will make a decision of whether to expel the pupil. The hearing shall be held in closed session (complying with all pupil confidentiality rules
under FERPA) unless the pupil makes a written request for a public hearing, to be held in open session, three (3) school days prior to the date of the scheduled hearing.

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

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

F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to: (a) receive five (5) days’ notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

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

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

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

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

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

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

H. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence, which was presented at the hearing, that the student committed an expellable offense. Findings of fact shall be based solely on the evidence presented at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The recommendation decision of the Administrative Panel regarding the expulsion, shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The written findings of fact and recommendation of the Administrative Panel shall be made to the Board of Directors within three (3) school days following the conclusion of the hearing.

The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing and reported at a public meeting. The decision of the Board of Directors is final, unless the student files an appeal of the expulsion decision in accordance with the procedures further described below.

If the Administrative Panel decides not to recommend expulsion and/or the Board of Directors decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. WRITTEN NOTICE TO EXPEL

The Principal or Principal’s designee, following a decision of the Administrative Panel to expel, shall send written notice of the Panel’s decision to expel, including the adopted findings of fact of the Administrative Panel, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School; (c) Term of the expulsion order; (d) The Board’s adopted rehabilitation plan for the student; (e) Notice of reinstatement eligibility and readmission process; and (f) Notice of the student’s right and procedures to appeal the expulsion decision.
J. DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. APPEAL OF EXPULSION

A pupil may appeal the Administrative Panel’s decision to expel within five (5) school days of the date of the Panel’s written decision to expel in accordance with the following:

The parent/guardian of Pupil must submit the appeal in writing to the Principal or Principal’s designee within five (5) school days of the date of the Administrative Panel’s written decision to expel the pupil. The Board of Directors shall convene an appeal hearing within fifteen (15) school days of the receipt of the written appeal, closed to the public, within fifteen (15) school days of the receipt of the written appeal. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing, to be held in open session, three (3) school days prior to the date of the scheduled hearing.

The pupil and parent(s)/guardian(s) of the pupil may attend the appeal hearing and present evidence and documents in support of pupil’s appeal. Pupil and parent/guardian shall be provided reasonable accommodations and language supports, as necessary. The Board of Directors shall consider the testimony and evidence presented at the hearing.

The scope or review of the Board of Directors shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Board of Directors shall be final. Parent(s)/guardian(s) will be notified of the Board of Directors’ decision, in writing, within three (3) school days of the date the appeal hearing was held. In the event that the Board of Directors reverses the expulsion, the pupil shall be immediately reinstated.

L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion.

M. REHABILITATION PLANS

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; no unexcused absences; completion of schoolwork; and community service hours. PRIME shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan. The Board of Directors shall review the reinstatement documentation and vote to reinstate or not. If the Board votes to reinstate the student, PRIME shall remove record of the student’s expulsion from their student
records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

STRS
All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and PRIME will contribute the employer’s portion (currently 12.58%) required by STRS. All withholdings from employees and the Charter School will be forwarded to the STRS Fund as required. PRIME 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. PRIME accepts and understands obligations to comply with Sections 47611 (STRS) of the Education Code. PRIME School acknowledges that such participation is for the duration of the charter school’s existence under the same CDS code.

Social Security
Social Security payments will be contributed for all qualifying non-STRS members. All full-time eligible employees will be covered by the Federal Social Security program.

The Co-CEOs/Principals will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made. The PRIME 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.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

PRIME is a school of choice that is open to anyone in the State of California. All parents and students will be informed of their public school attendance alternatives during the enrollment process.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
Unless directed otherwise, 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

Grace Cruz and Ernest Levroney, Co-CEOs/Principals
PRIME School
P.O. Box 1641
Santa Monica, CA 90406

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.
NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise 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

Grace Cruz and Ernest Levroney, Co-CEOs/Principals
PRIME School
P.O. Box 1641
Santa Monica, CA 90406

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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation
proceedings shall commence within thirty (30) business days of the date of the request for
mediation or other date as determined by mutual agreement of the parties. Unless the parties
mutually agree otherwise, mediation proceedings shall be administered in accordance with the
commercial mediation procedures of the American Arbitration Association.

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.
ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.
**Closure Procedures**

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

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

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

**Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

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

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

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

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

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

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

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

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and
their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

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

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

Financial Close-Out

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

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

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

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

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

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

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

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

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports
These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

**Disposition of Liabilities and Assets**

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

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

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

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

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

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

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.
Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Co-CEOs/Principals will serve as the Charter School’s closure agent.
ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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.

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

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

• **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

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

• **Minimum Payments or Charges to be Paid to District Arising From the Facilities**
  
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  
  (ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
• **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

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

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

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

**Non-District-Owned Facilities**

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

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other
applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. 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 shall promptly provide such documentation to the CSD upon request.

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

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

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. **Workers’ Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. 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 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.
Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

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

**FISCAL MATTERS**

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

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

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

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

**Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

**Audit and Inspection of Records**

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

- Charter School is subject to District oversight.

  - The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

  - The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.
**Fiscal Policies and Procedures**
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

PRIME School (also referred to herein as “PRIME” 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); Ed. Code § 220.)

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

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

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

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

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but
not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

**ACADEMIC CALENDAR AND SCHEDULES**

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

**MATHEMATICS PLACEMENT**

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

**TRANSITIONAL KINDERGARTEN**

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

**HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTEls) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a
“public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

**SELPA Reorganization**

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

**Modified Consent Decree Requirements**

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

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

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

- **Statewide Assessment Data**
  
  The standard file including District ID.

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

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

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

● Dropout

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

● Monthly SESAC and Suspension data

● Graduation roster from all charter schools with 12th grade students with disabilities

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

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Standardized Testing**

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

**Element 4 – Governance**

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

**General Provisions**

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

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

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

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

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.82

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

82 The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

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

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

**RESPONDING TO INQUIRIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

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

**Parent Engagement**

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

**Federal Program Compliance**

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

**Element 5 – Employee Qualifications**

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

**Equal Employment Opportunity**

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

**ESEA/ESSA and Credentialing Requirements**

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

**ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

**HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. 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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

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

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

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

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

**ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

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

**COURT-ORDERED INTEGRATION**

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

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

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

**ELEMENT 8 – ADMISSION REQUIREMENTS**

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student’s IEP, Section 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).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.
The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly according to Charter School’s Calendar
- Statistical Report – monthly according to Charter School’s Calendar of Reports

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

**ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

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

**GENERAL PROVISIONS**

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

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

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

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

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

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 Section 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 Section 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 Section 504 Plan?
Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**Outcome Data**

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

**Rehabilitation Plans**

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

**Readmission**

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

**Reinstatement**

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

**Gun-Free Schools Act**

Charter School shall comply with the federal Gun-Free Schools Act.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M.).)

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

**ELEMENT 14 – MANDATORY DISPUTE RESOLUTION**

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

**GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

**PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

**NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise 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]
[Charter School Address]

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 or other date as determined by
mutual agreement of the parties. The Written Response shall be tendered to the other party by
personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal
delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified
mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, 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 on which
the Written Response is received by the other party or other date as determined by mutual
agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may
then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the
date of the request for mediation or other date as determined by mutual agreement of the parties,
the parties shall mutually agree upon the selection of a mediator. If the parties are unable to
mutually agree upon the selection of a mediator, the mediator shall be selected from a list of
mediators prepared and provided by the American Arbitration Association. Mediation proceedings
shall commence within thirty (30) business days of the date of the request for mediation or other
date as determined by mutual agreement of the parties. Unless the parties mutually agree
otherwise, mediation proceedings shall be administered in accordance with the commercial
mediation procedures of the American Arbitration Association.

5) 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.
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.
CLOSURE PROCEDURES

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

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

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

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

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

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

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

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.
Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

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

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

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

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

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

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

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

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

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

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

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

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

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

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

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

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

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

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

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

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

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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.

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

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  1. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  2. 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**
  1. **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
  2. **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 non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction,
reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. 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 shall promptly provide such documentation to the CSD upon request.

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

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

**INSURANCE**

**Insurance Requirements**
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

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

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

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. 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 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.
Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

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

**Fiscal Matters**

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

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

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

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

**Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

**Audit and Inspection of Records**

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

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

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

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.
Fiscal Policies and Procedures
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related 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).)