George Ellery Hale Charter Academy

A DISTRICT AFFILIATED CHARTER SCHOOL

23830 Califa Street, Woodland Hills, California 91367

Renewal Petition

Submitted
February 18, 2016

TERM OF PROPOSED CHARTER
JULY 1, 2016 TO JUNE 30, 2021
# TABLE OF CONTENTS

Assurances and Affirmations .......................................................................................................................... 1  
Element 1 – The Educational Program ............................................................................................................ 3  
Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured .............................. 62  
Element 4 – Governance .................................................................................................................................. 79  
Element 5 – Employee Qualifications ............................................................................................................. 85  
Element 6 – Health and Safety Procedures ...................................................................................................... 87  
Element 7 – Means to Achieve Racial and Ethnic Balance ........................................................................... 89  
Element 8 – Admission Requirements ........................................................................................................... 90  
Element 9 – Annual Financial Audits ............................................................................................................. 94  
Element 10 – Suspension and Expulsion Procedures ..................................................................................... 95  
Element 11 – Employee Retirement Systems ................................................................................................ 97  
Element 12 – Public School Attendance Alternatives .................................................................................. 98  
Element 13 – Rights of District Employees .................................................................................................. 99  
Element 14 – Mandatory Dispute Resolution ............................................................................................... 100  
Element 15 – Exclusive Public School Employer .......................................................................................... 102  
Element 16 – Charter School Closure Procedures ........................................................................................ 103  
Additional Provisions ..................................................................................................................................... 105  
Addendum ......................................................................................................................................................... 131
ASSURANCES AND AFFIRMATIONS

- George Ellery Hale Charter Academy (also referred to herein as, “Hale Charter Academy”, “HCA”, “Hale”, “Hale Affiliated Charter School” and “Charter School”) shall:

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

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

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

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

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

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

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

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

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

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

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

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

GENERAL INFORMATION

| The contact person for Charter School is: | Christopher Perdigao |
| The address of Charter School is: | 23830 Califa Street, Woodland Hills, CA. 91367 |
| The phone number for Charter School is: | 818-313-7400 |
| Charter School is located in LAUSD Board District: | 3 |
| Charter School is located in LAUSD Local District: | Northwest |
| The grade configuration of Charter School is: | 6-8 |
| The number of students in the first year of this Charter will be: | 2150 |
| The grade levels of the students in the first year will be: | 6-8 |
| Charter School’s scheduled first day of instruction in 2016-2017 is: | Aug 16, 2016 |
| The current operational enrollment capacity of Charter School is: | 2150 |

NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).

| The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: | Traditional |
| The bell schedule (start and end of day) for Charter School will be: | 7:57 – 2:59 |
| The term of this Charter shall be from: | July 1, 2016 to June 30, 2021 |
COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Since the inception of its charter in 2011, Hale has established itself as a pillar of strength within its local community and all of LAUSD. Hale will serve the intent of Charter Schools Act as well as the district’s vision, mission, and strategic goals by: improving pupil learning; increasing learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving; encouraging the use of different and innovative teaching methods, create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at Hale; providing parents and pupils with expanded choices in the types of educational opportunities that are available within the school; holding Hale accountable for meeting measurable pupil outcomes, and providing Hale with a method to change from rule-based to performance-based accountability system.

Hale’s vision is to provide students with a school environment that allows them to become successful life-long learners that are college and career ready. Hale’s goals are: culmination rates of 100%, academic proficiency for all students, 100% attendance, increased parent and community engagement, and total student safety. Hale’s success is due to:

- Exceptionally high academic achievement, as reflected by its test scores;
- 6th grade cored classes;
- Professional development workshops focused on continuous improvement in academic teaching strategies and the social-emotional development of the middle school student;
- Collaborative and distributive leadership among all stakeholders;
  - Long-standing parent involvement in all areas of Hale’s governance, curriculum, professional development, programs, fundraising, and community outreach;
  - Successful integration of students from racially, ethnically, and socio-economically diverse backgrounds;
  - Since the inception of our charter in 2011 until today, each year Hale’s award-winning Music and Physical Education Departments received awards including finalist in the Monterey Jazz Festival National Middle School Big Band Division and 1st place in California at the Sharp Cheer Competition in Las Vegas.
- Innovative programming with an emphasis on character development; and
- Unique elective course offerings, clubs, and the Boys and Girls after-school program. These courses include: Music, Art and digital media, Orchestra, Band, and Choir (on site), Creative Writing, Agriculture, Horticulture, and Landscaping, Yearbook, Leadership, Journalism, Film, and Drama. The clubs include: Star Wars, Girl’s Code, Jewish Club, Christian Club, Dr. Who, Tech. Club, GSA, Dance, Mariachi, Drama, Art,
SAS Travel, IMPACT, Harry Potter, and Chorus.

Our success in the above-stated areas has served to attract students from throughout Los Angeles County. Students are drawn to Hale and many are willing to travel long distances, including across town, to benefit from its exceptional programs. Additionally, Hale’s status as a District-Affiliated charter school affords its stakeholders the opportunity to participate in Hale’s governance, including assisting in determining how the school manages/budgets the block grant and other fund allocations, in accordance with District policy (including BUL-5439.0, Affiliated Charter Schools), coordinates professional development, supports curriculum, conducts staff selection, enrolls students from throughout Los Angeles, as well as implements new, innovative programs designed to improve student achievement, including AVID and STEAM (Science, Technology, Engineering, Arts, Mathematics).

Hale, which recently celebrated its 50th anniversary, serves the communities of Woodland Hills, Canoga Park, West Hills, Woolsey Canyon, and Bell Canyon. To provide a better understanding of Hale’s surrounding elementary and middle schools’ demographics and performance, we are including LAUSD data from the 2013 Growth API Report about the three Middle Schools within LAUSD that are closest geographically to Hale, as well as the five District-Affiliated feeder elementary schools, which provide Hale with one-third of the school’s population.

**STUDENT POPULATION TO BE SERVED**

Five Year Rollout Plan

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>650</td>
<td>720</td>
<td>720</td>
<td>720</td>
<td>720</td>
</tr>
<tr>
<td>7th</td>
<td>675</td>
<td>715</td>
<td>715</td>
<td>715</td>
<td>715</td>
</tr>
<tr>
<td>8th</td>
<td>650</td>
<td>715</td>
<td>715</td>
<td>715</td>
<td>715</td>
</tr>
<tr>
<td>Total</td>
<td>1975</td>
<td>2150</td>
<td>2150</td>
<td>2150</td>
<td>2150</td>
</tr>
</tbody>
</table>

**SURROUNDING SCHOOLS Demographic DATA (Data from CDE 2013-2014)**
<table>
<thead>
<tr>
<th>School</th>
<th>Enrolment</th>
<th>African American</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic or Latino</th>
<th>Pacific Islander</th>
<th>White not Hispanic</th>
<th>Two or More Races</th>
<th>None Reported (Ethnicity)</th>
<th>English Learner</th>
<th>Fluent English Proficient Students</th>
<th>Students Designated EDD</th>
<th>Site Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Ellery Hale Charter Academy</td>
<td>1,937</td>
<td>157 (8.1%)</td>
<td>25 (1.3%)</td>
<td>172</td>
<td>60 (3.1%)</td>
<td>469 (24.2%)</td>
<td>8 (0.4%)</td>
<td>1,045</td>
<td>0</td>
<td>1 (0.1%)</td>
<td>75 (3.9%)</td>
<td>425 (21.9%)</td>
<td>10 (20.0%)</td>
<td>68.5</td>
</tr>
<tr>
<td>Christopher Columbus Middle</td>
<td>790</td>
<td>21 (2.7%)</td>
<td>1 (0.1%)</td>
<td>41</td>
<td>22 (2.8%)</td>
<td>652 (82.5%)</td>
<td>0 (0.0%)</td>
<td>53 (6.7%)</td>
<td>0</td>
<td>9 (0.0%)</td>
<td>163 (21.4%)</td>
<td>416 (52.7%)</td>
<td>20 (12.7%)</td>
<td>36.3</td>
</tr>
<tr>
<td>Woodland Hills Charter Academy</td>
<td>1,138</td>
<td>131 (11.5%)</td>
<td>15 (1.3%)</td>
<td>55</td>
<td>41 (3.8%)</td>
<td>625 (55.1%)</td>
<td>2 (0.2%)</td>
<td>261</td>
<td>0</td>
<td>9 (0.0%)</td>
<td>193 (17.1%)</td>
<td>427 (37.6%)</td>
<td>10 (14.3%)</td>
<td>44.5</td>
</tr>
<tr>
<td>Ernest Lawrence Middle</td>
<td>1,479</td>
<td>63 (4.3%)</td>
<td>55 (3.7%)</td>
<td>264</td>
<td>86 (5.6%)</td>
<td>761 (51.5%)</td>
<td>5</td>
<td>284</td>
<td>0</td>
<td>9 (0.0%)</td>
<td>172 (11.6%)</td>
<td>568 (38.4%)</td>
<td>25 (19.7%)</td>
<td>60.0</td>
</tr>
<tr>
<td>Garden Park Middle</td>
<td>1,028</td>
<td>177 (7.5%)</td>
<td>7 (0.4%)</td>
<td>175</td>
<td>59 (3.2%)</td>
<td>649 (35.1%)</td>
<td>3</td>
<td>631</td>
<td>1</td>
<td>2 (0.1%)</td>
<td>155 (16.1%)</td>
<td>728 (38.6%)</td>
<td>26 (18.2%)</td>
<td>65.5</td>
</tr>
</tbody>
</table>

**Elementary Schools**

<table>
<thead>
<tr>
<th>School</th>
<th>Enrolment</th>
<th>African American</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic or Latino</th>
<th>Pacific Islander</th>
<th>White not Hispanic</th>
<th>Two or More Races</th>
<th>None Reported (Ethnicity)</th>
<th>English Learner</th>
<th>Fluent English Proficient Students</th>
<th>Students Designated EDD</th>
<th>Site Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver Valley Elementary Charter</td>
<td>921</td>
<td>40 (4.5%)</td>
<td>3 (0.4%)</td>
<td>274</td>
<td>31 (0.9%)</td>
<td>109 (12.2%)</td>
<td>3</td>
<td>270</td>
<td>0</td>
<td>9 (0.0%)</td>
<td>24 (2.5%)</td>
<td>86 (9.5%)</td>
<td>6 (0.6%)</td>
<td>32.0</td>
</tr>
<tr>
<td>Portland Community Charter</td>
<td>649</td>
<td>30 (4.6%)</td>
<td>7 (1.1%)</td>
<td>89</td>
<td>23 (3.5%)</td>
<td>109 (15.4%)</td>
<td>1</td>
<td>496</td>
<td>0</td>
<td>9 (0.0%)</td>
<td>26 (4.0%)</td>
<td>57 (8.6%)</td>
<td>2 (10.0%)</td>
<td>29.0</td>
</tr>
<tr>
<td>Fowler Drive Elementary Charter</td>
<td>326</td>
<td>18 (5.6%)</td>
<td>6 (0.3%)</td>
<td>45</td>
<td>6 (1.8%)</td>
<td>62 (18.0%)</td>
<td>0</td>
<td>173</td>
<td>0</td>
<td>0 (0.0%)</td>
<td>44 (13.5%)</td>
<td>38 (11.7%)</td>
<td>6 (0.0%)</td>
<td>18.5</td>
</tr>
<tr>
<td>Calabash Charter Academy</td>
<td>436</td>
<td>46 (10.7%)</td>
<td>3 (0.7%)</td>
<td>24</td>
<td>12 (2.8%)</td>
<td>54 (12.6%)</td>
<td>2</td>
<td>299</td>
<td>0</td>
<td>0 (0.0%)</td>
<td>45 (10.5%)</td>
<td>45 (10.5%)</td>
<td>10 (25.7%)</td>
<td>21.0</td>
</tr>
<tr>
<td>Venice Charter For Gifted Studies</td>
<td>413</td>
<td>46 (11.5%)</td>
<td>4 (1.6%)</td>
<td>78</td>
<td>4 (1.6%)</td>
<td>50 (12.1%)</td>
<td>3</td>
<td>257</td>
<td>0</td>
<td>0 (0.0%)</td>
<td>11 (2.7%)</td>
<td>28 (6.8%)</td>
<td>9 (25.2%)</td>
<td>20.0</td>
</tr>
<tr>
<td>Woodside Elementary Charter</td>
<td>506</td>
<td>43 (8.4%)</td>
<td>36 (7.1%)</td>
<td>69</td>
<td>14 (2.8%)</td>
<td>102 (20.0%)</td>
<td>3</td>
<td>275</td>
<td>0</td>
<td>0 (0.0%)</td>
<td>64 (12.6%)</td>
<td>57 (11.3%)</td>
<td>12 (23.5%)</td>
<td>26.5</td>
</tr>
</tbody>
</table>

SURROUNDING SCHOOLS PERFORMANCE DATA (Data from LAUSD School Report Cards 2013-2014)
Woodland Hills, Canoga Park, West Hills, and the surrounding Canyon areas have benefitted greatly from Hale’s commitment to serving the community and to our regular and ongoing contributions to the overall well-being of the surrounding neighborhoods, as well as of Hale’s student population groups. Examples of such community outreach include:

- Encouraging and welcoming parent involvement
- Providing a venue for local athletic events and competitions
- Presenting educational opportunities, such as parenting workshops and environmentally conscious programs
- Enhancing the aesthetic value of the area through our physical plant improvements
- Organizing community service projects, such as Teens for Jeans, Thanksgiving Food Drive, Pennies for Patients, Toys for Tots, and support for the Red Cross.

George Ellery Hale Charter Academy consists of 2150 students in grades 6-8.

According to CDE data, the demographic information for Hale illustrates the varied ethnic and racial diversity found on the campus. Approximately 54% of our students are
Caucasian, 24% are Hispanic, 8% are African American, 12% are Asian, 1% are American Indian, and 0% are Pacific Islander. Our school population currently includes approximately 24% socio-economically disadvantaged students, which includes foster children and homeless students (<1%). 14% of our students are designated Special Education. Approximately 4% are English learners requiring ESL and/or Sheltered instruction. 33% of students at Hale are designated Gifted and Talented, and benefit from Hale’s differentiated classroom instruction, which enhances the curriculum through the dimensions of depth and complexity.

We promote Hale to all students and parents in our community by opening our campus to student/parent tours of the Hale campus conducted September through April (the dates of which are listed on the school website and included in Hale representative presentations), as well as information about the open lottery process, and the distribution of information flyers to elementary schools to attract applicants.

As demonstrated since the inception of our charter, the more involved our school community has become with Hale, the more we have been able to develop successful programs that reflect the leadership, skill and talent of our stakeholders and meet the unique needs of our diverse student body. Because we are a District-affiliated Charter School, community and parent involvement at the school site ensures that Hale is accountable and responsive to the local school community.
We seek opportunities to collaborate with the District or, when appropriate, to innovate independently to educate our students in a CCSS-aligned curriculum, based upon their demonstrated needs. As a District-Affiliated charter, Hale is able to provide the resources necessary to prepare our students for the demands of the 21st century. Hale receives our available state and local funds through the District (as a block grant or CPP allocation) and makes decisions regarding the allocation and use of such funds, in accordance with BUL-5439.0, Affiliated Charter Schools, according to the needs of our students and under the oversight of our Charter Council, which represents the interests of all our stakeholders.

Hale will continue to serve the communities and families identified during the initial years of our charter and enrollment at the Charter School shall continue to come from our traditional attendance boundary areas and, as space permits, students selected through the established lottery enrollment process.

The historic and continuing success of Hale’s educational programs over the past fifty years has been based upon the Hale community’s ability to work together to create an environment in which all students can learn. Hale will continue to challenge itself to further improve and enhance the educational opportunity for all our children.

**GOALS AND PHILOSOPHY**

**Mission and Vision**

**School Mission Statement:** George Ellery Hale Charter Academy will provide a strong academic instructional program in which students will master the Common Core Standards, based on current research and best practices, within a safe, cooperative, communicative environment. Instruction at George Ellery Hale Charter Academy will focus on the success of all students as we strive to challenge them to reach their greatest potential. Accountability and responsibility will be shared among all members of the school community to promote positive character, values and ethics.

**Vision Statement:** Hale is committed to promoting and establishing a learning environment that is dedicated to the values of equity, responsibility, compassion and justice.

**What It Means to be an “Educated Person” in the 21st Century**

As it relates to the George Ellery Hale Charter Academy student, an “educated person” in the 21st century is someone who understands the core academic knowledge outlined in the Common Core State Standards. Using this core academic knowledge, students must learn how to think critically, problem solve, communicate and collaborate with their peers and others. As discussed in greater detail below in the section entitled Instructional Technology, because 21st century learners need to be innovative and creative, Hale’s
students must acquire and maintain the knowledge and skill sets necessary to continue to grow, manage and succeed in this technology-oriented society. They must also be global citizens dedicated to the values of equity, responsibility, compassion and justice.

**How Learning Best Occurs**

Hale believes that learning best occurs when students are actively engaged and held to high standards in a safe, nurturing environment. Students are provided with standards-based curriculum, and research-based strategies that develop confidence in handling the most recent, and researched based learning methods. Educational decisions are supported by data analysis, and students are provided with the intervention and enrichment needed to ensure learning. Instruction makes students active participants in the global community.

Hale students are active participants in the educational process. Students demonstrate mastery of content through the use of presentation, evaluation and formulization. Teachers encourage students to delve deeper into subject matter through application in order to foster more understanding and retention of concepts. Teachers, parents and the administrative staff are all involved in efforts to improve the instructional practices of the school and encourage implementation of latest techniques teaching strategies.

**Local Control Funding Formula (LCFF) Requirements**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual Survey &amp; CDE Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</td>
<td>All students need to receive instruction from fully credentialed and qualified teachers, as required by law and charter.</td>
<td>100%</td>
</tr>
</tbody>
</table>
## ACCESS TO INSTRUCTIONAL MATERIALS

### STATE PRIORITY #1: BASIC SERVICES

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. The Budget Committee will maintain a budget inventory each school year, providing lists of instructional materials purchased within the school year.</td>
<td>The school will provide all students with appropriate access to the instructional materials necessary to participate in the school's programs and services in order to master the state content standards and meet academic performance standards appropriate to their respective grade levels, EL, and Special Education designations.</td>
<td>Schoolwide 100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The school will achieve and maintain an overall "good" rating or equivalent on annual review(s) of school facilities. Flushing logs will be maintained monthly, the plant manager will meet weekly with administration to discuss facility needs, and additional building & grounds personnel will be purchased to maintain the facilities.

The school will ensure that all students have a clean and safe school campus in good repair as a basic condition of learning, as reflected in law and charter.

<table>
<thead>
<tr>
<th>IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE PRIORITY #2</td>
</tr>
<tr>
<td>ANNUAL GOALS</td>
</tr>
<tr>
<td>SPECIFIC ANNUAL ACTIONS</td>
</tr>
<tr>
<td>MEASURABLE OUTCOMES</td>
</tr>
<tr>
<td>Method for Measuring: CAASSP &amp; CELDT and/or ELPAC</td>
</tr>
<tr>
<td>Baseline 2016-2017</td>
</tr>
<tr>
<td>2017-2018</td>
</tr>
<tr>
<td>2018-2019</td>
</tr>
<tr>
<td>2019-2020</td>
</tr>
<tr>
<td>2020-2022</td>
</tr>
</tbody>
</table>
Consistent with the charter, the school will increase the number of students achieving proficiency level and above on the CAASPP SBAC English Language Arts tests by 1% annually over the benchmark scores established in the 2015-2016 CAASPP SBAC test administration school wide and, beginning in 2017-18.

For English learners, the school will increase by 3% for 2016-17 and then 1% annually the number of EL students achieving Basic (or equivalent measure determining threshold for EL reclassification) and above on the CAASPP SBAC English Language Arts tests in 2015-2016.

<table>
<thead>
<tr>
<th>English Language Arts: Hale faculty, administration, staff and parents will implement a non-sectarian educational and instructional program that will lead to meaningful, productive, flexible and adaptable learners. The students at Hale will develop skills that enable them to access and process information in science, social studies, physical education, mathematics, humanities, language arts, electives and technology. Through multi-cultural, multi-ethnic exposure, our students have countless opportunities to acknowledge the achievement and contributions of racial/ethnic groups and cultures while practicing the art of...</th>
<th>All</th>
<th>&gt;=2% Above benchmark proficiency levels</th>
<th>&gt;=3% Above benchmark proficiency levels</th>
<th>&gt;=4% Above benchmark proficiency levels</th>
<th>&gt;=5% Above benchmark proficiency levels</th>
<th>&gt;=6% Above benchmark proficiency levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with disabilities</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Latino</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>African/American</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Low income</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Foster</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>EL</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>RFEP</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>
The school will increase the number of students achieving standard met and standard exceeds on the CAASPP SBAC mathematics tests by 1% annually over the benchmark scores established in the 2015-2016 CAASPP SBAC test administration schoolwide and, beginning in 2017-18, by 2% for English learners, foster youth, low income students, and all numerically significant subgroups. Based on the Comprehensive Needs Assessment conducted for the SPSA, AMAO 1, 2, and 3 2013-2014 results, and further analysis of recent school data, both school wide and disaggregated by subgroups, the school has identified the need to maintain and/or improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English learners who took a 1.6% decrease in 2013-2014 results.

The school will improve/increase student proficiency outcomes in English Language Arts on state standardized assessments in accordance with state targets and the charter.
The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal.

Mathematics:
Based on the Comprehensive Needs Assessment conducted for the SPSA, AMAO 1, 2, and 3 results, and further analysis of recent school data, SBAC scores, both school wide and disaggregated by subgroups, the school has identified the need to improve and monitor the design and delivery of a high quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English learners.

The school will improve/increase student proficiency and standard exceeds outcomes in mathematics on state standardized assessments in accordance with state targets and the charter.
### Annual Goals

**State Priority #3**

#### Annual Goals (identify schoolwide and subgroup goals as)

- The school will use the results of the District's School Report Card in order to measure progress towards and achievement of this goal.

  - The school site governing body of Hale Charter Academy known as "Charter Council" which serves as a representative democracy. The mandate of Charter Council, consisting of stakeholders of Hale, is to oversee the implementation of the guiding mission, vision, strategic plan and school-wide goals. In order to do so, Charter Council shall be empowered to operate as the principal school site decision-making body in regard to school-wide policies, programs and procedures within the authority of the Local District.

#### Specific Annual Actions

- The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

- The school will increase the average percentage of parents who respond "Strongly Agree" on the following questions (or equivalent questions) on the District's School Report Card.

  1. At this school, parents with the school in decisions made about their children's education: 67%
  2. This school encourages me to participate in organized parent groups: 64%

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for Measuring: Annual Survey</td>
<td></td>
<td>20%</td>
<td>21%</td>
<td>22%</td>
<td>23%</td>
<td>24%</td>
</tr>
</tbody>
</table>
The administration initiates, through the school-wide committees, and carries out the policies and procedures approved by the Charter Council. The governance structure is designed to foster participation by all stakeholders and to ensure the local school control and accountability.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASSP &amp; SBAC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on the Comprehensive Needs Assessment and further analysis of data summary information and in accordance with the terms of the charter, charter school law governing renewal, and other applicable law, the school needs to increase the levels of academic performance in English Language Arts and mathematics schoolwide, for English learners, low-income students, foster youth, and for all numerically significant subgroups in order to meet or exceed API growth targets or equivalent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school will meet or exceed its annual API growth targets (or locally determined equivalent targets while state is developing the new API) schoolwide, for English learners, low-income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase of 3 points in Growth API or Equivalent for all subgroups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase of 5 points in Growth API or Equivalent for all subgroups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase of 5 points in Growth API or Equivalent for all subgroups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase of 5 points in Growth API or Equivalent for all subgroups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase of 5 points in Growth API or Equivalent for all subgroups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During the period that state standardized test data is inconclusive, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., curriculum-based assessments, grade reports, | Increase of 3 points in Growth API or Equivalent for all subgroups |
| Increase of 5 points in Growth API or Equivalent for all subgroups |
| Increase of 5 points in Growth API or Equivalent for all subgroups |
| Increase of 5 points in Growth API or Equivalent for all subgroups |
| Increase of 5 points in Growth API or Equivalent for all subgroups |
projects, presentations, and subject-aligned periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents school wide and for all numerically significant subgroups in order to measure progress towards and achievement of this goal.

<table>
<thead>
<tr>
<th>ACADEMIC PERFORMANCE INDEX (API) STATE</th>
<th>PRIORITY #4: STUDENT ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td>(identify schoolwide and subgroup goals as)</td>
<td>Interventions programs, teacher professional development, implementation of technology skills throughout the curriculum, addressing CCSS, building higher-level thinking and reasoning skills for all students.</td>
</tr>
<tr>
<td></td>
<td>2015 SBAC-(6-8) ELA 2552 Math 2544</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH LEARNER ADEQUATE PROGRESS RATE</th>
<th>STATE PRIORITY #4: STUDENT ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td>(identify schoolwide and subgroup goals as)</td>
<td>Method for Measuring: CELDT /ELPAC &amp; SBAC</td>
</tr>
</tbody>
</table>
The school will increase the number of English learners who make adequate annual progress by 3% each year.

Based on analysis of current and historical 2013-2014 AMAO 1 (CELDT) results, the school has determined that they will need to improve the number of English learners who make adequate yearly progress toward language proficiency. CELDT Proficiency: 2013 58.9%

| ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT |
|-------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| **ANNUAL GOALS** (identify schoolwide and subgroup goals as) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES** Method for Measuring: CELDT and SBAC |
| Based on the Comprehensive Needs Assessment and further analysis of CELDT data (AMAOs 1 at 73% and 2 at 56%) the school needs to continually increase the number of its English learners who achieve English language proficiency each year. The school will use reported reclassification data to measure progress towards and achievement of Reclassified Fluent English Proficient (RFEP) by at least 1%. | The school will annually increase the number of English learners who reclassify as Reclassified Fluent English Proficient (RFEP) by at least 1%. | 26% | 27% | 28% | 29% | 30% | 31% |

SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide)</th>
<th>SPECIFIC ANNUAL</th>
</tr>
</thead>
</table>

Method for Measuring: MiSiS & MyData

Page 20 of 130
In accordance with the charter document in order to ensure that every child receives the instructional hours necessary to meet the grade-level culmination requirements, it is imperative that he/she arrive to school on-time and prepared to learn. The school needs to achieve and maintain the highest levels of student attendance possible in order to support student learning. The school will use student attendance rates to measure progress towards and achievement of this goal.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher) by 1% annually school wide by 2% and for English learners and low income students, and by 3% annually for students in Foster Homes, African American students, and students with disabilities.</td>
<td>All 83%</td>
<td>84%</td>
<td>85%</td>
<td>86%</td>
<td>87%</td>
<td>88%</td>
</tr>
</tbody>
</table>

**CHRONIC ABSENTEEISM RATE**

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

**ANNUAL GOALS** (identify schoolwide and subgroup goals as)

**SPECIFIC ANNUAL ACTIONS**

**MEASURABLE OUTCOMES**

Method for Measuring: MiSiS

|----------|-----------|-----------|-----------|-----------|-----------|
In accordance with the charter document and District Attendance Policies, the school needs to achieve and maintain the highest levels of student attendance possible in order to support student learning. The school will use student attendance rates to measure progress towards and achievement of this goal.

The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower school wide and for low-income students. The school will decrease by 2% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower for African American students, foster youth, English learners, and students with disabilities.

<table>
<thead>
<tr>
<th>Dropout Rate</th>
<th>State Priority #5: Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong> (identify schoolwide and subgroup goals as)</td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td>The school will maintain a 1% or less dropout rate for all students in middle school.</td>
<td>Counselors will develop an ICP for every student and maintain throughout 3 years in middle school. Counselors will keep updated At-Risk summaries on students performing below and far below grade level.</td>
</tr>
</tbody>
</table>

Page 22 of 130
## Student Suspension Rate State
### Priority #6: School Climate

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: MiSiS, iStar &amp; My Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will reduce the rate of suspension by 50% school wide 50% for English learners, foster youth, low income students, African American students, and students with disabilities.</td>
<td>Through the use of alternative practices such as Parent Shadows, Council groups, counseling sessions, and Anti-bullying clubs (#icanhelp), and restorative justice, suspensions rates will be kept lower than &lt;=1% for all students. Based on District goals and data analysis as well as school-level data analysis, the school needs to maintain the 0% of student out-of-school suspensions and maintain that same rate of suspensions for African American students, foster youth, and students with disabilities.</td>
<td>Baseline 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>0.8%</td>
<td>0.6%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

## Student Expulsion Rate State
### Priority #6: School Climate

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: MiSiS, ISTAR Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The school will maintain a <1% expulsion rate for all students.

Addressing the District wide Progressive discipline policy, counseling and prevention through Student Services and the Counseling Office. Implementation of Council groups and club on the school-site.

<table>
<thead>
<tr>
<th>Year</th>
<th>&lt;1%</th>
<th>&lt;.5%</th>
<th>&lt;.5%</th>
<th>&lt;.5%</th>
<th>&lt;.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020-2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BROAD COURSE OF STUDY**

**STATE PRIORITY #7**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: SBAC &amp; ICP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>2016-2017</td>
<td>2017-2018</td>
</tr>
</tbody>
</table>
The school needs to provide a sufficiently broad course of study to all students in order to prepare them for college and career in the 21st Century, as reflected in applicable law and the charter. HCA will comply with State and District requirements. This includes the following courses:

- English/Language Arts
- History – Social Studies
- Science
- Math (Algebra 1) Electives (Music, Art and digital media, Orchestra, Band, and Choir, Creative Writing, Agriculture, Horticulture, and Landscaping, Yearbook, Leadership, Journalism, Film, Drama (Introductory – Advanced))
- Physical Education

The school will conduct an annual review of its master schedule, student schedules, and other information to measure progress towards and achievement of this goal.

The school will offer a broad course of study to at least 100% of its students every year.

- 100% of students have access to the courses and programs described in the charter
- 100% of students have access to the courses and programs described in the charter
- 100% of students have access to the courses and programs described in the charter
- 100% of students have access to the courses and programs described in the charter
- 100% of students have access to the courses and programs described in the charter

<table>
<thead>
<tr>
<th>OTHER STUDENT OUTCOMES</th>
<th>STATE PRIORITY #8</th>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
</table>

100% of students have access to the courses and programs described in the charter.
The school needs to meet the language development needs of the Reclassified English learners by 2%, which has shown a decrease in scores on the API from 2013 to 2014 by -8%. EL classes for LTEL population, and students within the two-year timeframe of reclassification must receive additional interventions in ELA, as described in the charter. They also show a decrease of -12% from 2013 to 2014.

The school will improve EL students’ progress with before and after school intervention and closer monitoring of individual progress through CELDT and overall grade reporting. The school will provide means and opportunities for teachers to actively communicate with parents/guardians of students in this subgroup as described in the charter.

<table>
<thead>
<tr>
<th>5 points measure</th>
<th>7 points</th>
<th>9 points</th>
<th>11 points</th>
<th>13 points</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC (if available) or Periodic Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

Life-long learners maintain their interest in and curiosity about learning. This is perpetuated and promoted by affording students the opportunities to be active participants in learning through innovative, challenging curriculum, presented through interactive, interdisciplinary-based instructional strategies. Hale undertakes various means to achieve this goal including, but are not limited to:

- Providing students with differentiated instruction, within educational activities and assessments.
- Allowing students opportunities to inter-relate subject matter taught in each class.
- Providing supplemental materials that expand on resources provided by the basic curriculum.
- Encouraging self-awareness and control through Restorative Justice.
- Experiencing real-life events through field trips, guest speakers, coaches, performances, and viewing presentations via streaming video on approved educational websites, and assuring that students have learning experiences beyond classroom instruction.
- Participating in electives and clubs such as: journalism, Leadership, yearbook, music, choir, horticulture, theater, sports, world languages, and computer science.
- Teaching basic skills that open up the possibilities for students to conduct research in areas of interest, as well as to experiment with concepts and utilize competent approaches to problem solving.
INSTRUCTIONAL DESIGN

Hale’s framework for instructional design is based on the California Common Core State Standards (CCSS). As stated above, we prepare students to be high school, college and career ready, with rigorous content instruction and the application of knowledge through high level thinking. The instructional framework is also aligned with the needs of our students, as recognized by various means including, but not limited to, data analysis, teacher recommendations, academic performance, counselor assessments, parent referral and student self-referrals. All of our teachers are credentialed and highly qualified in the subjects they are teaching.

Instruction by teachers allows for differentiation of lessons (Kaplan, Benjamin), as well as remediation appropriate to grade levels. The other main methodologies include, but are not limited to: Close Reading (Paul and Elder), Text dependent questioning (Fisher and Fry), cooperative learning (Kagen), interdisciplinary teaching (Humanitas), inquiry-based learning (Brooks), experimentation, intervention (Dufour), performance activities, technology-based instruction and projects. Data-driven professional development and continuous improvement sessions support teaching strategies and methodologies.

Many of our teachers use Backward Lesson Design (Wiggins and McTighe). By establishing essential questions as student learning objectives and connecting the CCSS to real world issues, teachers develop common assessments that evaluate student learning of the standards and the essential questions. They also develop and structure units/lessons in ways that best prepare the students for these assessments.

In addition to the general approaches noted above, Hale utilizes many more instructional strategies including, but not limited to, the following:

- The use of technology in the classroom for both information delivery and independent student mastery of concepts and project completion;
- Project-based instruction
- Common grade-level assignments, assessments and rubrics for assignments
- Intervention techniques for low-achieving students, such as teacher tutoring and intervention math class
- Differentiated instruction for gifted learners
- Differentiated instruction for English learners
- Differentiated instruction for all special populations and sub-groups;
- Interdisciplinary projects across core disciplines
- Integrated instruction between classroom teaching and experiential learning, such as field-trips and assemblies
- Independent research projects, independent study units, and extension activities
- Curricular steps and unit plans
- Strategies for multiple modalities, including for visual, kinesthetic, and auditory learners
• Analysis of achievement data with students, and discussion of implications for student learning and goals
• Modeling/emulating study skills and habits of highly effective students;
• Reading groups and literature circles
• Peer feedback and partner/small group work in the classroom
• Reciprocal teaching in partner teams and whole-class discussions
• Socratic seminars

The gains in student achievement, including an API increase of 121 points over a ten-year period, as reflected in the chart below, are a direct result of the commitment of our unified staff.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in API (Academic Performance Index)</td>
<td>785</td>
<td>813</td>
<td>829</td>
<td>821</td>
<td>838</td>
<td>845</td>
<td>857</td>
<td>No Data</td>
</tr>
</tbody>
</table>

Hale Charter Academy will be divided into four separate academies to address the needs of all students. The following chart explains the number of students admitted to each academy:

![Diagram of Hale Charter Academy with branches for STEAM, VAPA, AVID, and General academies.]

Each academy will utilize CA State Standards and CA Common Core State Standards for the core subjects but incorporates academy specific theme to enhance the curriculum.

Science, Technology, Engineering, Arts & Math (STEAM) Academy. (6th – 8th Grade) This academically rigorous program will provide the opportunity for students to experience a curriculum that incorporates STEAM into all of their classes. With a focus on STEAM, the English, Math, History, and Science classes will connect this theme throughout the school year. In addition, students will be able to take electives focused on this, i.e. Forensics,
Computers, Scientific Exploration, Coding, Art, etc. As this program develops, we look forward to offering continued electives in this theme.

Visual and Performing Arts (VAPA) Academy (6th – 8th Grade) With a celebrated tradition of excellence in the Arts, we are excited to formalize this with the VAPA program. This program will provide opportunities for artistic excellence and challenging academic experiences that focus on the arts. The English, Math, History, and Science classes will incorporate this theme throughout the school year. In addition, students will build a portfolio of their work. Elective courses for VAPA include art, choir, creative writing, dance, drama, and music. In 2016-17, this academy will only be open to 6th and 7th grade students and opened to 8th grade by 2017-18.

Advancement Via Individual Determination (AVID) Academy. (8th Grade Only) This program includes a set of core academic classes and a required elective class that prepares students for success in advanced high school classes and college. The required elective class (AVID) provides a foundation of support that includes study skills, organization skills, college research projects, college field trips, and college tutors to assist AVID students. The AVID belief is that all students should believe that they are college bound.

These programs are available to all students with an interest in these particular themes. SAS (School for Advanced Students) classes are available in all programs except for AVID. Students are able to request any elective regardless of their program choice except for AVID which has its own required elective (AVID).

**STEAM Academy**

George Ellery Hale Charter Academy plans to expand and add a STEAM Academy (HCA STEAM) which will provide 6-8 grade students with an inspiring, challenging and engaging environment that creates opportunities for research and exploration through project-based learning as well as emphasizing an interdisciplinary approach through problem-solving, collaboration and academic excellence. We project 160 students per grade level will participate in this academy each year. All students may request to be part of the academy.

While continuing George Ellery Hale Charter Academy’s tradition of academic excellence, HCA STEAM will engage the minds of students, and challenge them to excel well beyond a high score on a standardized test. Our students will embrace the concept that 21st Century learners are prepared to think critically, make informed decisions, collaborate with others and grow up to be life-long learners as responsible partners in their own learning.

At HCA STEAM, our principle goal is to inspire students to grow intellectually, emotionally and socially, fulfill their dreams and become stewards of their community. We believe it is our duty to develop their ability to problem-solve, enrich their capacity to be creative, and construct, rather than just consume, knowledge. To this end, all HCA STEAM faculty will provide multiple opportunities for students to learn those “habits of mind” to effectively achieve the goal of contributors to the 21st Century. A Habit of Mind is a pattern of
intellectual behaviors that leads to productive actions. A Habit of Mind is a composite of many skills including persisting, listening with understanding and empathy, and questioning and problem posing.

HCA STEAM will maintain a unique environment that nurtures and celebrates the rich diversity that the students in this community bring to our campus, including English Learners, Students with Disabilities, and Gifted and Talented students who represent numerous cultures, ethnicities, and languages. Our school attracts students from this neighborhood as well as from surrounding communities. With the help of our dedicated staff, parents and community members, our students are assured to have access to the best programs that will ensure entry to college and career-oriented experts and resources, enrichment activities that pique their intellectual curiosity, and broaden their experiences in science, technology, engineering, art and math; attributes that are invaluable in becoming well-rounded global citizens.

The vision of HCA STEAM is to become the number one choice for parents of charter school and private school as well as LAUSD students.

Hale STEAM Academy will provide supplemental instructional materials and other tools that support gifted and high-achieving students – as well as underachieving gifted students – as they hone their critical thinking skills and analyze and evaluate real-life issues. Our classrooms will be learning laboratories to generate and test mathematical and scientific concepts; built-in scaffolding for English Learners, socio-economically disadvantaged students, and students with disabilities (especially those who are twice identified), and offer differentiated learning opportunities within the classroom setting for our gifted students. Students excel by using an inquiry-based approach that encourages artistic creativity, requires teamwork, and hones critical thinking skills.

Multiple media and the latest technological tools will allow students to design, create, test, and record and publish data about engineered models that make the world a better, safer and more remarkable place to live. These tools available to students in computer labs, and classroom via laptop or iPad carts include: Robots for Coding, iMAC Labs, and personalized laptops and iPads.

Visual and Performing Arts Academy (VAPA) (6-8)

George Ellery Hale Charter Academy will add a Visual and Performing Arts Academy. The Visual and Performing Art’s instructional concept is designed to harness the creativity of youth to build bridges of enhanced communication, collaboration, mutual respect, and to foster professional connections in the workforce. The educational goal is to develop creative problem solving and innovative thinking by increasing students’ artistic awareness in the areas of writing, theater, music, visual arts, film and electronic media, and how the application of technology and the arts can improve the world. The first year, 120 students in each grade level (6-7 only) will participate in VAPA. The following years, the program will be available to 6-8 with 120 students per grade level.
Collaboratively, Visual and Performing Arts Academy will nurture, cultivate and develop each student’s academic and artistic talents by intersecting the most innovative instructional practices with personal mentoring, inter-connected thematic curriculum, and project-based applications that will incite innovation as students test their talents, skills and proficiencies in real time and a real world. Each year students will add to their portfolios as evidence of their mastery of learning. This progressive program will ultimately culminate with a project based capstone showcase that will incorporate all strands of the visual arts program.

The inter-disciplinary, grades 6-8, college preparatory curriculum stands on four pillars of visual and performing arts education. Using creative problem solving and innovative thinking, students will learn how to:

- Investigate a variety of art forms and understanding the impact of the arts on society
- Recognize different perspectives, and the background of culture in society
- Develop and communicate ideas to collaboratively utilize learned skills in the arts
- Work independently and in groups to produce creative and innovative projects

**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. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

**Tentative Calendar 2016 – 2017**

- 08-16-2016 First Day of Instruction
- 09-02-2016 Admissions Day
- 09-05-2016 Labor Day
- 11-11-2016 Veterans Day Observed
- 11-24 & 11-25-2016 Thanksgiving Holiday
- 12-19-2016 thru 01-06-2017 Winter Recess
- 01-09-2017 Second Semester Begins
- 01-16-2017 Dr. Martin L. King, Jr.’s Birthday
- 02-20-2017 Presidents’ Day
- 03-31-2017 Cesar E. Chavez
**04-10 thru 04-14-2017 Spring Recess**

**05-29-2017 Memorial Day**

**06-09-2017 Last Day of Instruction**

**DRAFT BELL SCHEDULE 2016-2017**

<table>
<thead>
<tr>
<th>Mondays, Wednesdays, Thursdays, and Fridays</th>
<th>Tuesdays</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minutes</strong></td>
<td><strong>Minutes</strong></td>
</tr>
<tr>
<td><strong>Advisory</strong> 7:57– 8:20  (23)</td>
<td><strong>Advisory</strong> 7:57– 8:20  (23)</td>
</tr>
<tr>
<td>Period 1) 8:26– 9:19  (53)</td>
<td>Period 1) 8:26–9:04  (38)</td>
</tr>
<tr>
<td>Period 2) 9:25– 10:18  (53)</td>
<td>Period 2) 9:10– 9:48  (38)</td>
</tr>
<tr>
<td>Period 4) 11:38– 12:31  (53)</td>
<td>Period 4) 10:53– 11:31  (38)</td>
</tr>
<tr>
<td>Lunch) 12:31– 1:01  (30)</td>
<td>Lunch) 11:31– 12:01  (30)</td>
</tr>
<tr>
<td>Period 5) 1:07– 2:00  (53)</td>
<td>Period 5) 12:07– 12:45  (38)</td>
</tr>
<tr>
<td>Period 6) 2:06–2:59  (53)</td>
<td>Period 6) 12:51–1 :29  (38)</td>
</tr>
</tbody>
</table>

**Minimum Days**

*Subject to approval by HCC and LDNW*

<table>
<thead>
<tr>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisory</strong> 7:57– 8:13  (16)</td>
</tr>
<tr>
<td>Period 1) 8:19– 8:52  (33)</td>
</tr>
<tr>
<td>Period 2) 8:58– 9:31  (33)</td>
</tr>
<tr>
<td>Period 3) 9:37– 10:10  (33)</td>
</tr>
<tr>
<td>Lunch) 10:10– 10:35  (25)</td>
</tr>
<tr>
<td>Period 4) 10:41– 11:14  (33)</td>
</tr>
<tr>
<td>Period 5) 11:20– 11:53  (33)</td>
</tr>
<tr>
<td>Period 6) 11:59– 12:32  (33)</td>
</tr>
</tbody>
</table>
Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Common Core State Standards:
Hale students experience a rigorous Common Core State Standards (CCSS)-based curriculum using current best practices, as supported by current educational research and informed by careful analysis of data from state and local testing, including the California Assessment of Student Performance and Progress (CAASPP). The Hale curriculum is aligned with state frameworks, guidelines, and District standards. The faculty follows District and Board of Education standards and policies when developing class syllabi, course outlines, and lesson plans. Additionally, all textbooks are State-approved and, therefore, aligned to State Board of Education (SBE) standards. Hale has also been 100% compliant with the Modified Consent Decree and the Williams Compliance.

Teachers at George Ellery Hale Charter Academy have been trained in, and follow the philosophies of Culturally Relevant and Responsive Education (CRRE). Teachers use students’ cultural knowledge, prior experience, frames of reference, and performance styles in order to make learning experiences and curriculum more relevant and effective for students. Additionally, all of our teachers use SDAIE teaching strategies to address the needs of our English learners effectively.

The scope of skills taught along grade levels and content areas include, but are not limited to: reading comprehension, inferences, critical thinking, problem solving, communication, social development, emotional well-being, deductive reasoning, skill application, inductive reasoning, cooperative learning, quantitative and qualitative analysis, and the use of appropriate technology.

The master schedule includes challenging college/career prep courses which are defined by high expectations and quality academic standards. The school offers a wide range of classes to meet the diverse needs of our students.

English Language Arts Department
Hale’s English Language Arts Department has designed its educational program to guide students on their journey to become perceptive readers, effective writers and insightful critical thinkers. With a focus on Informational/Expository, Narrative, and Argumentative texts, the faculty guides students through a CCSS-based curriculum, with an emphasis on studying a writer’s craft. Through close reading and annotation of text, students learn to generate text-dependent questions and assertions and to share these ideas with peers in structured discussion formats, such as Socratic Seminar. Technology is used to enhance the understanding and presentation of information. The goal of having students find and develop their voice as writers is supported in classes such as Journalism and Creative Writing. Every year Hale participates in the Scripps National Spelling Bee.
**English Language Development Department**

The English Language Development/English as a Second Language arm of the English Language Arts Department of George Ellery Hale Charter Academy has developed its educational program to lead students, as they progress towards being advanced English speakers, readers, writers and listeners, with creative critical thinking skills. As with the English Language Arts program, students are involved in working with Informational/Expository, Narrative, and Argumentative texts following the guidelines of the new CA ELD/ELA Framework.

Standards that correlate with the California CCSS. The students use engaging text, 3D text or Reader’s Handbook, coupled with Write Source, to increase their ability to participate in structured discussions, read complex text and generate questions and assertions in academic language. Technology is used to enhance understanding and give students alternate means of presenting their knowledge. Students present findings and their research in content areas through programs such as Google Docs. Enabling students to be competently bilingual is the ultimate goal of this program.

**Mathematics Department**

George Ellery Hale Charter Academy has recently adopted an exceptional mathematics program, and intends to maintain its high level of achievement in instruction by embracing the CCSS through the adoption of College Preparatory Mathematics, which enables all learners to access the curriculum. The school's goal is for students to exceed the 90% proficient mark on the SBAC, and the faculty members have devised innovative strategies to scaffold instruction to meet the needs of English learners and students with disabilities. Using Kagen Cooperative and learning strategies, the Hale faculty continues to expand student participation and use of academic language to improve learning. Over the next five years, the faculty intends to provide rigorous mathematics instruction to prepare students for the SBAC, high school, college, and the future.

**Science Department**

The mission of George Ellery Hale Charter Academy's Science Department is to engage students in a meaningful understanding of the concepts and principles of science and engineering by aligning all lessons with the NGSS. The core ideas of middle school science progress from simple ideas to more complex forms of understanding. Through investigations, inquiries, and conceptual modeling, students discover the technological and scientific importance of interconnected scientific principles as they apply to culture and society. These interconnected and interdisciplinary science concepts will deepen the students’ understanding of real world science applications. The scientific knowledge and process skills they acquire will translate to critical thinking skills that students will use to analyze scientific issues, past and present. Performance expectations, based on students’ demonstrations of what they can do with their acquired knowledge, will be emphasized. Developing science literacy in middle school students is key to preparing students for high school, college, career and citizenship. Hale’s science teachers and supporting staff are dedicated to promoting science literacy to all students. Both science literacy and a solid understanding of core scientific principles prepare students to become responsible, productive citizens in a society that is increasingly technologically focused.
Social Studies Department
In the Social Studies Department, Hale students are instructed to think, read and write like a historian (Stanford History Education Group). Students use primary and secondary sources to answer document-based questions, to research and prove a thesis statement, or to establish a claim. Students work in cooperative groups (as teams of two or more) to “close read” (i.e., annotate and analyze) primary and secondary sources. Students also use available technology to research and enhance presentations, both on an individual basis and in cooperative groups. All instructional content will be based on the California Common Core State Standards and the English Language Arts & Literacy for History/Social Studies standards.

Physical Education Department
Hale’s Physical Education (PE) curriculum is based on the premise that the quality and productivity of each student’s life can be enhanced through participation in a comprehensive, sequential physical education system that promotes physical, mental, emotional and social well-being. The Hale PE program puts a strong focus on the whole person, as opposed to a narrow range of skills or abilities, and teaches students to apply new knowledge, in implementing their lifelong learner skills.

Electives
George Ellery Hale Charter Academy offers a number of elective programs as part of its curriculum - aligned with District and state requirements, which include classroom instruction, project-based learning, and leadership experience. Hale Charter Academy will comply with State and District requirements. All elective classes are passport with the exception of AVID. Students from any academy are welcome to request any elective class. Some of these electives include classes in:

- Music (Introductory – Advanced) – non-core
- Art and digital media (Introductory - Advanced) – non-core
- Orchestra, Band, and Choir (Introductory - Advanced) – non-core
- Creative Writing – non-core
- Agriculture, Horticulture, and Landscaping – non-core
- Yearbook – non-core
- Leadership – non-core
- Journalism – non-core
- Film – non-core
- Drama (Introductory – Advanced) – non-core

The Music Program at Hale has enjoyed a strong tradition of successful performances from the opening of the school in 1963. We have two full time music teachers (one choral, one instrumental). Our music programs regularly participate in District music festivals as well as outside events, in which we traditionally distinguish ourselves as one of the top middle school music programs in Los Angeles.
STEAM Academy Curriculum

At HCA STEAM, the interdisciplinary units of instruction grounded in CA Common Core State Standards learning targets standards-based instruction and student-centered lessons will be implemented. Cross-curricular partnerships which utilize collaboration amongst teams will focus on connecting the disciplines through common themes. For example, the band instructor could be a guest teacher in an eighth grade math class to make connections to reading music and understanding fractions. The art teacher could be teaching origami and traditional Japanese arts in connection to geometry common core targets being taught in math. To learn about budgeting, math and drama students can use stage productions to learn how to budget as well as the craft of stage production. Students will engage in project-based learning that offers real world, relevant and complex problems. This may include internships, co-ops, work studies, mentorships, and job shadowing.

Classrooms are facilitated by teachers who guide students to ask questions, research, solve problems and develop new technologies. Teachers have common planning times in order to collaborate and reflect on instruction in addition to joining forces with external school partners to integrate those opportunities in the classroom. Students work in teams towards goals. Students collaborate with teachers, often changing the traditional teacher-student relationship to a more collegial relationship. Course unit plans will follow the organizational design seen below. Teachers will use understanding by design, backward lesson unit planning to organize the curriculum. Essential questions that follow the CCSS and industry topics will be used to focus a STEAM centered curriculum.

<table>
<thead>
<tr>
<th>Core Subject</th>
<th>Sixth Grade</th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>College Prep Math: Accelerated and Honors</td>
<td>College Prep Math: Accelerated and Honors or Algebra One</td>
<td>College Prep Math or Algebra One or Geometry</td>
</tr>
<tr>
<td>(Each level based on a placement test and class performance)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Earth Science</td>
<td>Life Science/Biology</td>
<td>Physical Science/Chemistry</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Mastering the Art of the Paragraph, Letters, Novels based on Art or Music</td>
<td>Mastering the Art of the Essay, Business Letters, Novels based on Social Justice</td>
<td>Mastering the Art of the Research Paper, Resumes, Novels based on Science and History</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Ancient Civilizations with a stress on How Things Work: Students explore the things of life beginning with some of the Ancient Wonders and continuing on to modern “wonders” such as Facebook and text messaging.</td>
<td>Medieval and Early Modern Times with a stress on STEAM advancements</td>
<td>United States History and Geography with a stress on STEAM (creating topographical maps, recreating battles)</td>
</tr>
</tbody>
</table>
Sixth Grade STEAM Elective Classes (all students)

**Introduction to Computers (One Semester)** – This is an introductory course for Computers and other relevant devices. This course provides students with foundational knowledge of computer science. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, and robotics. The students will acquire the basics of the many applications within the Windows and IOS systems. Students will also be exposed to the basics in keyboarding.

**Science Exploration (1 Semester)** – This is a science survey course that allows students to experiment with project based exploratory thinking in the Sciences. Uses the science process skills of scientific thinking: observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying. Students will learn the Scientific Method and how to adapt it to real world problem solving. The curriculum with concentrate on the following NGSS Performance Expectations for sixth grade: Systems and System Models, Patterns, and Structure and Function. Students will start to explore cross cutting concepts and the following disciplinary core ideas: 1. Life Sciences; 2. Earth and Space Sciences; 3. Physical Science; and 4. Engineering, Technology, and Applications of Science.

Seventh and Eighth Grade STEAM Electives (One Semester Choices)

**Introduction to Graphic Arts, Game Design and Digital Media** -- This course introduces students to the rapidly developing field Game Design and production. Basic techniques in lettering, design, drawing, color, photo manipulation and layout will be taught. Students will also learn the basics of video production while creating mini-documentaries. They will explore current technologies, media and art applications, and emerging technological advances that impact this ever-expanding field. They will combine foundations in design, animation, graphic imaging, and multimedia production to prepare for employment, advanced training, or higher education in project or software design.

**Introduction to Coding and Robotics** -- This is an introductory course in computer programming that begins with programming the movement of robots on a computer screen, followed by learning to program free standing robots. In this class, students will learn to write their own computer programs from an object-oriented perspective. This course also provides the opportunity for the student to design and construct their own robotic vehicle, thereby enhancing both mechanical engineering principles and computer programming skills at the same time, leading to enhanced problem solving skills. Featured are STEM principles of hands-on mechanics and critical thinking. Throughout this course, students are encouraged to work individually and collectively to solve problems, share
solutions, and make important discoveries. Students will use the LEGO Mindstorm software.

**Introduction to Environmental Studies** -- This is an introductory course to provide experiences in the process by which scientific knowledge is gained, acquisition of skills for using inquiry and research in the scientific method and interpretation of natural phenomena in relation to the environment. Emphasis should be placed on Investigation and Experimentation and the integration of NGSS.

**Introduction to Forensic Science** -- This is an introductory course to provide experiences in the process by which scientific knowledge is gained, acquisition of skills for using inquiry and research in the scientific method and interpretation of natural phenomena in relation to Forensic Science. Emphasis should be placed on Investigation and Experimentation and the integration of NGSS.

**Introduction to Marine Science** – This is an introductory course to provide experiences in the process by which scientific knowledge is gained, acquisition of skills for using inquiry and research in the scientific method and interpretation of natural phenomena in relation to the marine environment. Emphasis should be placed on Investigation and Experimentation and the integration of NGSS.

**Co-Curricular Requirements**

1. **Field Trips**: Each grade level is taken on several theme-related trips per year. Students then engage in project-based activities derived from their field trip experiences. One of these field trips will be overnight.

2. **Competitions**: Explore and compete in the following: Spelling Bee, Geography Bee, Math Bowl, Science Bowl, ACA DECA for middle school, Reagan Library We the People Debates, and Regional Robotics Meets.

3. **Workshops/Lectures/Discussions/Group Activities/Presentations**: Students participate in STEAM-based workshops and attend lectures by STEAM professionals and educators.

4. **Digital Portfolio** – To participate in culmination, HCA STEAM students must complete a Digital Portfolio detailing their participation in the STEAM curriculum. The digital portfolio features projects, papers, activities and documentation of the student’s participation in the STEAM Curriculum that is part of our STEAM academy.

**The Visual and Performing Arts Curriculum (6-8)**

Through a combination of content knowledge and 21st century skill development (critical thinking and problem solving, collaboration, entrepreneurialism, written and oral expression, creativity, adaptability, resilience), 6-8 grade students will understand and be
able to apply knowledge in all aspects of the visual and performing arts. This will hence help prepare the next generation of professional artists.

Instruction will be designed around Project-based Learning (PBL) with future linked-learning applications, and inquiry-based instruction supported by a comprehensive response to the intervention and enrichment needs of all students. The use of instructional technology will be emphasized to support diverse learning styles and self-directed learning models.

Performance-based assessment and evaluation, using signature projects, exhibitions, performances, presentations and portfolios will make it possible for all grade 6-8 students to showcase their knowledge and succeed based on their diverse learning styles.

8th graders will be required to complete a capstone Showcase in which they will demonstrate how they explored and developed a critical understanding and mastery of all coursework which results in this culminating showcase. Working with an advisor the academy 8th graders will produce a tangible product, (media, print or performance) and present their research findings to other students, faculty, industry professionals and academy families.

The Visual and Performing Arts Academy will include introductory through advanced courses in the following:

- Art
- Chorus
- Band
- Orchestra
- Creative Writing
- Drama
- Journalism
- Dance

GEORGE ELLERY HALE CHARTER ACADEMY SCHOOLWIDE PROGRAM

THE REQUIRED 6TH GRADE PROGRAM CONSISTS OF:

- English                      2 semesters
- World History: Ancient Civilizations 2 semesters
- CC (Common Core) Math 6       2 semesters
- Science/Health                2 semesters
- Physical Education            2 semesters
- Elective*                     2 semesters

HCA offers honors level courses in English, History, Math, and Science. Our 6th grade courses are college preparatory and are cored Math/Science and English/History.
THE REQUIRED 7TH AND 8TH GRADE PROGRAMS CONSIST OF:

7TH
♦ English 7AB 2 Semesters
♦ CC Math 7AB or CC Algebra 1 2 Semesters
♦ World History: Medieval & Modern World 2 Semesters
♦ Science/Health 1 Semester
♦ Physical Education 2 Semesters
♦ Elective** 2 Semesters

8TH
♦ English 8AB 2 Semesters
♦ CC Math 8AB or CC Algebra 1 or CC Geometry AB 2 Semesters
♦ US History AB 2 Semesters
♦ Physical Science AB 2 Semesters
♦ Physical Education 2 Semesters
♦ Elective 2 Semesters

*Tentative 6th, 7th and 8th Grade Elective Offerings (HCA will comply with State and District requirements):

- General Art
- Chorus
- Choir
- Band
- Orchestra
- Horticulture
- Coding and Robotics
- Creative Writing
- Drama
- Journalism
- Yearbook
- Leadership
- Youth Law

*Students participating in electives may be asked to miss classes due to intervention requirements.

HCA offers honors level courses in English, History, Math, and Science. Our 7th and 8th grade courses are college preparatory but are not cored.

MATRICULATION REQUIREMENTS FOR GRADES 6-8

<table>
<thead>
<tr>
<th>English 6A</th>
<th>English 6B</th>
<th>English 7A</th>
<th>English 7B</th>
<th>English 8A</th>
<th>English 8A</th>
</tr>
</thead>
</table>

Page 40 of 130
Textbooks
Hale will continue its longstanding high level of achievement and exceptional instructional program by selecting the appropriate state-adopted textbooks for our targeted population, to support the delivery of instruction.

TEXTBOOK LIST

Grade 6

<table>
<thead>
<tr>
<th>Subject</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Timeless Voices, Timeless Themes (copper)</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td></td>
<td>Supplemental Literature Books</td>
<td>McDougal Littell</td>
</tr>
<tr>
<td>ELD</td>
<td>HighPoint</td>
<td>Hampton-Brown</td>
</tr>
<tr>
<td>Math</td>
<td>Core Connections, Course 1</td>
<td>CPM</td>
</tr>
<tr>
<td>Science</td>
<td>Focus on Earth Science</td>
<td>Holt</td>
</tr>
<tr>
<td>History</td>
<td>History Alive! The Ancient World</td>
<td>Teacher’s Curriculum Institute</td>
</tr>
</tbody>
</table>

Grade 7

<table>
<thead>
<tr>
<th>Subject</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Timeless Voices, Timeless Themes (bronze)</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td></td>
<td>Supplemental Literature Books</td>
<td>McDougal Littell</td>
</tr>
<tr>
<td>Math</td>
<td>Core Connections, Course 2</td>
<td>CPM</td>
</tr>
<tr>
<td>Algebra</td>
<td>Core Connections Algebra</td>
<td>CPM</td>
</tr>
<tr>
<td>Science</td>
<td>Focus on Life Science</td>
<td>Glencoe / McGraw Hill</td>
</tr>
</tbody>
</table>
### Grade 8

<table>
<thead>
<tr>
<th>Subject</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Timeless Voices, Timeless Themes (silver)</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td></td>
<td>Supplemental Literature Books</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Core Connections, Course 3</td>
<td>CPM</td>
</tr>
<tr>
<td>Algebra</td>
<td>Core Connections Algebra</td>
<td>CPM</td>
</tr>
<tr>
<td>Geometry</td>
<td>Core Connections Geometry</td>
<td>CPM</td>
</tr>
<tr>
<td>Science</td>
<td>Focus on Physical Science</td>
<td>Glencoe/McGraw Hill</td>
</tr>
<tr>
<td>History</td>
<td>Creating America</td>
<td>McDougal Littell</td>
</tr>
</tbody>
</table>

### Electives (HCA will comply with State and District requirements)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Law</td>
<td>Kids and Law</td>
<td>California Bar Association</td>
</tr>
<tr>
<td>Flora Culture</td>
<td>Western Garden Book</td>
<td>Sunset Publishing Corp.</td>
</tr>
<tr>
<td>Orchestra</td>
<td>Basic Studies for the Instruments of the Orchestra</td>
<td>Theodore Presser Co.</td>
</tr>
<tr>
<td>Band</td>
<td>Warm-Ups that Work</td>
<td>An American Band College Project of Bandworld Magazine</td>
</tr>
<tr>
<td>Jazz</td>
<td>Know Before You Blow</td>
<td>Santorella Publications, Ltd.</td>
</tr>
<tr>
<td>Chorus</td>
<td>Choral Warm-up Collection</td>
<td>Alfred Publishing, Co.</td>
</tr>
<tr>
<td>Drama</td>
<td>Theatre Arts – The Dynamics of Acting</td>
<td>National Textbook Company</td>
</tr>
</tbody>
</table>

Content teachers review State-adopted textbooks with vendors, discuss and evaluate their options, then make their selection in Department meetings. (State-adopted textbooks are available for parental perusal prior to selection by academic departments.)
**Intervention**

Hale has developed a framework for students achieving below grade level expectations that involves pre-emptive intervention. In order to facilitate student achievement, Hale offers interventions to address each student’s specific learning needs, so that they are integrated into a proactive network system of intervention. This intervention system is data-driven: Each student’s data is reviewed prior to the beginning of the school year, with particular attention to the student’s grades and District and state assessments. Additionally, counselors meet with failing students every five weeks, either in small groups and/or individually, to assess academic problems and possible interventions. Thereafter, intervention for individual students requiring assistance may be as follows:

- Teacher/Parent/Student Conference
- Counselor meets with student
- Conference with Counselor and Parents
- Math Boot Camp (during the first few weeks of school during advisory)
- Homework help and tutoring 4 days a week (after school)
- Resource electives (during school)
- Auxiliary intervention (during school)
- Weekly Progress Reports
- Counselor focus groups
- Tutoring and other Academic Interventions
- Student Success Team
- 504 Plan
- Assessment
- Special Education Placement

Hale currently offers an after-school intervention program four days a week in the library, in which students are provided with homework assistance and tutoring by teachers in all subjects. This is called the Hale Homework Help Club. Hale also offers tutoring in math before school and at lunch.

Students with social/emotional issues are addressed on an individual basis as well as counselors and support staff. They take advantage of District mental health resources, and an outside agency, when necessary. We currently utilize Valley Coordinated Services for students who require school-based mental health counseling. In addition, we have the “Our House” Grief Support group for students who have lost loved ones. This group meets for 10 weeks and is facilitated by a representative from Our House and a Hale counselor. Hale offers counseling groups as needed to support students having
issues that affect their social and emotional well-being, including anger management, drug and alcohol abuse.

The following intervention in 2016-17 will begin to improve student success at George Ellery Hale Charter Academy.

Hale has over 25% of its student population getting a D or F in at least one course. In addition, Hale has 47% of English, and 57% of math students who did not meet or exceed standards on the SBAC. These students fail, for different reasons; some lack basic skills, some need additional instruction, and some do not have the intrinsic or extrinsic motivation to put in the work that it takes to achieve. The structure that will be outlined below tries to solve these problems and create a safety net for those students who are not being successful.

The intervention program is designed to meet the needs of all of our students. We would start the first year with only 6th grade Math and English classes. The first intervention choice would be a mandatory elective pullout program. The electives support the academies, but the core classes carry the theme of the program.

Every five weeks a list of students earning an “F” grade on the common assessment would be collected from each teacher. These students would then be required to attend intervention that would be centered on the students understanding of the specific Math and English curriculum that they just failed. Students who are not proficient would be placed in a 3 session (each session is a class period) class where the material would be retaught. Students would be given an assessment at the end of the 3rd session to prove that they learned the required material. Students who still do not know the material will be given an additional two sessions to reteach the material again. These sessions could take place during the child’s Elective course. It will be taught by our teachers for Math and English. The general idea is to catch the students’ lack of understanding right away, so that they never fall too far behind. Instead of being pulled out of an elective class for intervention, parents have the option to request an after school intervention class. This intervention would work the same as the in school sessions.

If more than 40% of a teacher’s class fails the common assessment their students will not be pulled out. The teacher will need to do the 3-5 session reteach lessons within their class, before moving on to the next lesson.

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.
**WASC Accreditation**

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

**PROFESSIONAL DEVELOPMENT**

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

**Teaching Positions at Hale**

As identified by the No Child Left Behind legislation (NCLB), full-time classroom teaching positions at Hale will be filled by highly qualified certificated employees holding California teaching credentials. Teachers thus qualified and employed at Hale will be considered qualified to teach all grade levels (grades 6 through 8) in their subject fields, including multiple subject classes and single subject departmentalized classes, core classes and teamed classes.

Hale seeks the most qualified candidates, who embrace the school's vision and practice for all job classifications. Hale has developed and followed many innovations in teaching over the last 10 years, and it has also made changes in assessment and intervention strategies that have helped Hale maintain consistency in school practices. Hale expects each employee to understand and support the Mission and Vision of Hale, as articulated in this Charter.

Hale believes that professional development for its teachers is an integral part of providing its students with standards-aligned curriculum and learner-centered instruction. Within the framework of the Charter School, professional learning takes place in many forms and settings, with staff collaboration an important and ongoing element of the structure. In-service meetings, off-site professional conferences, workshops, hands-on technology demonstrations, online training opportunities, and guest speakers in all disciplines are utilized to stimulate and inspire personnel, and are a necessary component of professional collaboration and development to improve best practices at Hale.

Professional development for faculty growth and to achieve higher level core expertise will be delivered by all members of the professional community at Hale. Teaching faculty and administrators will primarily lead professional development sessions for administrative and teaching faculty, while classified personnel will conduct professional development that best meets their specific needs.

Before and after school, and on Tuesdays outside of the District-mandated professional development days teachers volunteer to meet in specific committees: Special Education Collaborative, Charter Council committees, Department meetings, and grade-level content teams. The committees work together to develop curriculum maps, common assessments,
SBAC test preparation questions, writing prompts and rubrics, lesson plans, projects and units. The committees also examine student work, analyze the effectiveness of instruction, align best practices and teaching strategies to heighten effectiveness, and redesign activities and curriculum in response to assessment data.

The Hale teaching faculty’s professional development sessions will be directed towards all teachers, grade-level teams, or grade-level, same-subject teams. They will include topics such as:

**All Teachers**
- Best practices;
- Differentiating instruction for gifted learners;
- Differentiating instruction for English learners, SDAIE strategies;
- Differentiating instruction for students with special needs;
- Sharing opportunities for growth in specific disciplines, including details about upcoming conferences, research opportunities, lecture/seminar series, etc.;
- Using technology in the classroom;
- Continual instruction in use of technology in the classroom;
- Establishing professional literature/reading groups;
- Developing a structure for peer observation and feedback;
- Learning how to effectively design and execute field trips;
- Improving the instructional program;
- Involving parents and community members in student achievement;
- Improving parent-teacher communication through use of Jupiter grades;
- Community-building;
- Department facilitated snapshots of classroom experiences;

**Grade-level, Same-subject Teams**
- Creating common assignments and rubrics for assignments;
- Creating common quarterly and semester assignments;
- Aligning grading scales;
- Creating pacing plans in horizontal teams;
- Creating curricular steps and unit plans in vertical teams;
- Innovating in the classroom;
- Teaching strategies for multiple modalities;
- Analyzing student achievement data and analyzing implications of achievement data for instructional methods;

**Grade-level Teams**
- Creating mentoring programs for at-risk students (IMPACT, Big Buddy/Little Buddy, Rachel's Challenge, Above the Line);
- Designing intervention techniques for low-achieving students;
- Creating interdisciplinary projects; and
- Individualized time to develop student specific activities/lessons
In the interest of improving accountability and professionalism, Hale will continue to utilize the current District evaluation process in accordance with collective bargaining agreements.

Teachers, administrators, parents, and staff participate in various research-based professional development sessions, conferences, and training opportunities including, but not limited to:

- Brain-based research – How students learn
- Using Data Effectively and Creating/Maintaining a Culture of Continuous Improvement
- Technology training – Apple Education, Smart Board, Teachstar Online
- CSUN Writing Project, USC Gifted Summer Institute, California Association for the Gifted (CAG) Conference, California Mathematics Council Conference, Los Angeles County Teachers of Mathematics Association Conference, National Science Teachers Association Conference, National Council of Teachers of English (NCTE), California Association of Teachers of English (CATE), and California Association for Health, Physical Education, Recreation, and Dance conferences and workshops
- Character Counts Training
- Stanford History Education Group; Reading Like a Historian
- Local District NW Training - Close Reading, Text-dependent questions, Writer's Workshop
- Thinking Maps' Writing from Beginning and Beyond
- STEAM – Activity-, Project-, and Problem-based curriculum training
- Restorative Justice Training
- STEM conference, CalState Dominguez Hills
- Library of Congress Summer Teacher Institute

**MEETING THE NEEDS OF ALL STUDENTS**

**English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District’s English Learner Master Plan, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the English Learner Master Plan.

English learners comprise 3% of Hale’s student population, and 59% of the school’s EL populations are Long Term English learners (LTELs)(MyData). As discussed previously, Hale’s English Language Development Department has developed its educational program to lead students, as they progress towards being fluent English speakers, readers, writers and listeners, with creative critical thinking skills. Our goal is to provide interventions for
students in ELA to accelerate English Language Development and Access to the grade level Common Core-aligned content instruction.

The overall achievement of our EL students has declined for the past two years, as measured by a 9% decrease in English learners who are making progress on the CELDT. These declines are the result of a shift in curriculum, assessment, and requirements for reclassification.

To continue the improvement in the percentage of English learners achieving English proficiency, English learners will be administered the CELDT during the course of the school year and supported through teacher tutoring before and after school. Professional development will be provided to teachers of English learners - both during and outside the instructional day, on the following: English Language Development Standards, Using Sentence Starters, Small Group Instruction, Socratic Seminar/Literacy Circles, Cooperative Learning and Utilizing Technology to utilize realia visuals and media, as well as increased use and effectiveness of Thinking Maps/Graphic Organizers and Mind Maps. In addition, Hale will provide our LTEL teachers with professional development on how to utilize the LTEL Framework - specifically, Scribe, Readers’ Handbook, Write Source and English 3D, as well as on the use of novels to support language development. The progress of English learners will be monitored through state CELDT and SRI testing, as well as class grades. Reclassified students through grade reporting and EL coordinator recommendations.

The needs of English learner students will be monitored by teachers, counselors, EL coordinator, and administrators, and will continue to be addressed and met in various ways, including through one or more of the following:

- Before school, after school and lunch tutoring two days a week;
- Intervention elective classes in English/Language Arts and math;
- Meetings with counselors to create and implement an Individual Culmination Plan;
- Language Assessment Team (LAT) Conferences: A team of teachers, administrators and counselors meet and review to monitor the progress of English learners and discuss strategies to promote academic improvement.
- Hale Daily Homework Planner: Every student is provided with a homework planner (agenda book). Students are encouraged to record homework in every class every day and our online grading system, which is open to parental perusal, enables parents to ensure that homework is done.
- English learner teachers meet at grade level to discuss curriculum and strategies to assist such students with their academic challenges.
- Student Success Team (SST) meetings: The California Department of Education recommends the SST as an intervention for students who are experiencing serious academic and or social/ emotional problems at school. If English learners continue to be unsuccessful after teachers have implemented interventions, a LAT team meeting is held with the student, parents/guardians, teachers, school counselor and an administrator. The LAT refers students to the SST if needed. The team discusses the student’s strengths and weaknesses, reviews the interventions that
are currently in place, and identifies additional interventions to be implemented at school. A second meeting is held approximately five weeks later to review the student’s progress. Additional possible outcomes of the SST meeting may include a referral for assessments for special education services or a Section 504 Plan. This can determine whether limited academic success is due to language assimilation or other disabilities. This determination will assist teachers to approach students with a more individualized program.

- The interventions discussed below in the section entitled “Students Achieving Below Grade Level” are also available to English learners. Our English Learner program is evaluated based on the students’ academic performance in enrolled courses, recategorization rate, performance on all standardized exams including SBAC and CELDT/ELPAC. Students are enrolled in appropriate English support classes such as ELD 1-4 and Advanced English Learner Development based on their individual needs and progress, according to District policy.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD’s GATE identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

Hale will continue to use federal, state and District-mandated educational services and support for gifted, talented and high-achieving students. Hale also offers an SAS program for all grades which offers advanced instruction for gifted students. All students who meet prerequisites have access to Honors/SAS courses. In order to discover and nurture talent across the diverse student population, the challenges for Hale are to find ways to ensure that all students are able to receive a differentiated curriculum, where applicable.

- For Hale’s gifted and high-achieving population, the core curriculum is modified and differentiated through changes in pacing, levels of complexity, depth and expectations for student production that are appropriate to individual learning interests, needs and abilities. Teachers are required to plan and participate in training in order to work with these students.
- State-identified gifted students, as well as high-achieving students are both included in the Honors program classes.
- Each year, based on availability of space, Honors classes may also be open to all students who wish to enroll and who excel in core subjects, with a score of Advanced in reading and math on the SBAC.
- Testing for the gifted program will be supplied by Hale, per Gifted and Talented Education (“GATE”) funding allocations. The GATE Coordinator in the Counseling Office monitors the progress of GATE students to ensure their needs are being met.

Hale believes that all students are entitled to receive a content-rich, academically rigorous educational experience that prepares them for a multitude of post-secondary school possibilities. With more than one-third of Hale’s current student body identified as Gifted and Talented, we are committed to meeting the needs of this special group within the
overall student population, so Honors classes are available to students beginning in grade 6. This student population will be identified by many methods, such as SBAC scores, grades, the District’s Gifted and Talented Programs Office, and recommendations from counselors and/or teachers.

Because successful college and university applicants often cite having been influenced by exposure to experiences resembling university life and education while in middle school, Hale’s outreach to colleges and universities will provide greater possibilities for all students, including our high achieving students. Enrichment opportunities, such as field trips and visits to community and real-world locations to apply learning, will also be available for gifted students.

**Students Achieving Below Grade Level**

The needs of students achieving substantially below grade level expectations will be monitored by teachers, counselors and administrators, and will continue to be addressed and met in various ways, including through one or more of the following:

- Before school, after school and lunch tutoring two days a week;
- Intervention elective classes in English/Language Arts and math;
- Meetings with counselors to create and implement an Individual Culmination Plan;
- Teacher Teaming Conferences: A team of teachers with the same student meet and conference with the student and their parents/guardians to discuss strategies to promote academic improvement.
- Hale Daily Homework Planner: Every student is provided with a homework planner (agenda book). Students are encouraged to record homework in every class every day and parents are encouraged to check the planner to ensure that the homework is done.
- Notice of Unsatisfactory Progress: Teachers are encouraged to either call the parents or mail a Notice of Unsatisfactory Progress to the homes of parents of students who are not doing well in class.
- Jupitered.com is used to give parents and students access to real-time information on student progress and grades
- Teachers have grade level meetings to discuss curriculum and strategies to assist students with their academic challenges.
- Student Success Team (SST) meetings: The California Department of Education recommends the SST as an intervention for students who are experiencing serious academic, behavioral, attendance or emotional issues at school. If a student continues to be unsuccessful after teachers have implemented interventions, a team meeting is held with the student, parents/guardians, teachers, school counselor and an administrator. The team discusses the student’s strengths and weaknesses, reviews the interventions that are currently in place, and identifies additional interventions to be implemented at school and by the family. A second meeting is held approximately five weeks later to review the student’s progress. Additional possible outcomes of the SST meeting may include a referral for assessments for special education services or a Section 504 Plan.
Socio-Economically Disadvantaged Students

Hale aims to enhance the education of our students with low socio-economic status. To ensure that these students come to school well-prepared to learn and able to succeed in their academic goals, Hale makes every effort to provide them (and their families) with access to academic, social, psychological and other community resources. Family surveys are conducted to determine their areas of greatest need. By partnering with local agencies and community resources, and California State University, Hale offers channels for these students, their parents and family members to gain access to resources that can assist them with their areas of greatest need, including food and shelter, access to higher education, technical and job skills training, parenting classes, counseling and family support services. These partnerships include the following:

CSU Northridge Summer Writing Program – Young Writer’s Program

Valley Coordinated Services

Our House - Grief Support Group

West Valley Food Pantry

Van Nuys Rotary Club

Community Market Place

The needs of students of low socio-economic status will continue to be met by the following programs:

- The Intervention program provides tutoring and academic services to all students.
- Parent education sessions are offered on a monthly basis. Topics include research-based studies on child behavior, including helping parents to improve their communication and relationships (and successfully interact) with their middle school-aged child.
- Parents participate in campus volunteer work by first receiving clearance through the District Volunteer Policy guidelines, assisting staff in lunchtime or other supervision, as well as in the Attendance and Nurse’s offices, and offering general support to the Hale faculty and staff on an as needed basis. Parents on campus not only assist Hale’s staff but also increase adult connections for students. This helps meet the needs of students of low socio-economic status by providing more adult to child interactions and assistance.
- Incentive awards are offered for improved attendance, citizenship, participation, academics and character. Awards are given for individual and group successes (such as 100% on time attendance by an entire homeroom class). Students, faculty and staff share in the awards through official presentations, awards nights, announcements and special activities.
- College Bound activities, trips, and events are available for all students on the
campus. During the month of October, College Recognition Thursdays support the college theme and encourage students to research different colleges across the nation.

**Students with Disabilities**

**Special Education**

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

**Conversion Affiliated Charter**

1. **District Affiliated Charter School’s Special Education Responsibilities**

   a. **General Requirements**

   The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

   The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

   The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

   The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Wellgent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Wellgent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.
The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan
describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student’s needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion
The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District’s Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District’s Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education
The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

*Modified Consent Decree Requirements

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board 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 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 statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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 Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

# The Charter School Suspension/Expulsion Report, due monthly throughout the school year.

# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

**Students in Other Subgroups**

With its diverse student population, Hale’s other significant subgroups include many different ethnicities including Latino, African-American, Asian and several others. These subgroups benefit from access to all the different programs and the interventions listed previously. In addition, all of Hale’s teachers have been trained in Culturally Relevant and Responsive Education, using the 9 domains to create a school and classroom learning environment that is multi-cultural and that builds on the student population’s prior knowledge, diverse backgrounds and experience. Restorative Justice is a program adopted by the District to promote and strengthen positive school culture. In addition, many enrichment activities are offered to affirm the value and experiences of all of the students’ different backgrounds.

Hale also has small subgroups that include our homeless youth and foster students. Although it is currently a group of fewer than 10, our administration, counselors and teachers monitor the academic and social progress of these students and, as previously mentioned, are able to provide them with access to resources in addition to ensuring that they benefit from the intervention programs Hale uses to ensure their overall well-being. In addition, homeless and foster students are provided with a District designated counselor to address their individual needs.

**“A Typical Day”**

A typical day at George Ellery Hale Charter Academy encompasses numerous opportunities for students to engage in a highly academic and rigorous instructional program challenging students to master the California Common Core State Standards within a safe, cooperative, communicative environment. The faculty challenges students by involving them in many engaging and differentiated activities requiring the ability to synthesize, analyze, critique, and integrate higher-level thinking ensuring all are able to reach their greatest potential. Evidence of student engagement is visible to all school visitors.
Each day begins with students arriving, either by foot, car, bicycle, public or school bus prior to our 7:57 start time. Once at school, students are able to visit their individual lockers to drop off books or pick up supplies needed for the day and then proceed to their first class, Advisory. Advisory is the time allotted for the Pledge of Allegiance and daily announcements led by Leadership students providing reminders regarding current school clubs and activity opportunities, and to disseminate any important communications for students and staff alike. In addition to watching the CNN daily news, participating in silent sustained reading or practicing effective study habits, character building programs, such as “Above the Line” and “Rachel’s Challenge” are addressed during Advisory, highlighting the importance of kindness and compassion, and how to diminish bullying on and off campus. Leadership, Yearbook and AVID are examples of specific-interest Advisories, which are able to address the needs of the school.

The Leadership Class assists with daily announcements, fundraising for local, national, and international charity organizations, and providing the chance for positive peer and community interactions. These are the students who lead parent tours throughout the year, run the Big Buddy/Little Buddy program, where 7th and 8th grade students volunteer to mentor our incoming 6th graders, and encourage school pride by providing students opportunities to participate in numerous lunchtime and afterschool events.

Our AVID (Advancement Via Individual Determination) class is a research based, college readiness program providing a support system to increase school-wide learning and performance, which services all, but focuses on the most underserved students, the academic middle. Through the AVID Advisory and elective, teachers, as well as college student tutors, specifically trained in AVID strategies, provide opportunities for students to become better equipped and knowledgeable of the requirements and demands of higher education making college accessible to all students alike.

Following Advisory, students travel throughout the day guided by their individual programs of core subjects – English Language Arts, Mathematics, Science and Social Studies – developing skills in collaboration, perseverance, reasoning, and providing evidence to support conjectures. Hale teachers are committed to providing their students with a rigorous academic program often including thought-provoking as well as fun experiments, discussions, activities, or projects as evidenced by our science classes. Our science program encourages students to make hypothesis, conduct laboratory investigations, record and analyze data all while making use of inquiry-based learning resulting in published and shared findings. As one walks the campus, he or she may witness this via a 6th grade science class using the warming of noodle soup to demonstrate convection currents or discovering the epicenter of an earthquake based upon real seismographic data from a variety of seismometer stations. The incorporation of digital technology, concrete measurement skills, and critical thinking is helping to move our students toward their future.

The depth of knowledge demanded by the California Common Core State Standards is clearly evident when entering our math classrooms. Students engaging in vigorous discussions as to why the product of two negative integers will result in a positive integer and proving it through the use of algebra tiles, or the possibility of seeing some mathematicians determining the area and perimeter of their classroom by measuring the
unique dimensions of their room bringing the content area to life. In addition, students in our special day math classes are accessing the curriculum through the use of Apple TV and iPads thereby providing the means for all students to work to their greatest potential.

Hale students may travel through time in their Social Studies classes and have their “passports” to show for it. As they visit Ancient Pompeii and Rome, not only are they acquiring an understanding of the economic, political and cultural significance of each civilization, they receive a stamp in their “passport” along the way. Bridging the way between the ancient world and today’s, 7th grade students use their smart phones to explore Mayan civilizations by scanning QR codes to reveal the significant influence of this culture and people on modern life.

In any 7th or 8th grade English Language Arts class, students are deeply engaged in using various colored sticky notes to annotate their current novel or complex text. Often times, you will see them reading and dissecting historical documents in their English classes and learning about the significance of that same document in their Social Studies class, illustrating to students that each content area is not mutually exclusive, but through cross curricular activities creating a greater intellectual experience.

A good education requires a healthy mind as well as body. Whether it be a cool January morning or a warm October afternoon, Hale students, fully clad in their Hale P.E. clothes, participate in the Physical Education curriculum described by the California State Standards. During physical education, students set cardiovascular goals, learn about sportsmanship, develop their gross and fine motor skills, take part in team and individual sports as well as enjoy healthy interclass competitions at the close of our sports units. Our students participate in racquetball, soccer, flag football, basketball, archery, volleyball, softball, track and field among other sports and fitness activities.

In addition to the four core academic areas of study and physical education, Hale students have the opportunity to explore other areas of interest through our elective classes. Electives range from orchestra to horticulture to advanced art to forensic science and youth law. Throughout their three years at Hale, having experiences in various elective courses, students may find an area of interest that is the start of a lifelong journey.

Our award-winning instrumental music program begins early in the morning, every day at 7am, and continues beyond the afternoon dismissal bell. Students enthusiastically learn about varieties of musical genres ranging from jazz to classical. Our mariachi band has been known to serenade visitors walking the halls in the afternoons. If students are musical, but their voice is their instrument, our choral program will teach them how to harmonize with others as well as show personal growth as an individual vocalist.

Hale has a well-known and esteemed drama program giving students the stage, literally, to engage in public speaking and creative expression. Similarly, students in art class are creating stained glass masterpieces using construction and tissue papers, following traditional Shibori techniques to dye wearable art, and study how to view art as text. One might see students learning how to lift latent fingerprints and discussing possible motives a suspect may have had for committing a crime in their forensic science class or you could
potentially come across a novel written by a future award-winning author in our creative writing elective. Hale students have numerous opportunities to explore a wide range of elective courses thereby allowing them to experience something they may not have even heard of prior to class.

At Hale, we want all of our students to reach their greatest potential and therefore offer several support groups to assist students who are going through a particularly difficult time so that they are able to redirect their focus onto their educational and long term goals. “Our House” is a grief program for students who have experienced the death of a parent, close relative, or friend in the past three years. We also provide Impact groups to support students who may be dealing with family issues such as divorce, abuse, or anxiety amongst other things. The staff at Hale is committed to helping the whole child in order to provide the best environment to provide the foundation necessary for high school and beyond.

A positive educational environment includes extracurricular activities, which keep students excited and interested throughout the entire school day. There are many lunchtime clubs available to students giving them a place to eat, socialize, and engage others with similar interests such as the Poetry Club, Dance Club, Dr.Who Club, and CJSF. CJSF (California Junior Scholarship Federation) is for students in 7th and 8th grade and requires a certain level of academic performance to join. It fosters pride in scholastic achievement and there is a required community service component which promotes the value of service to the school and community at large. The Pythagoreans Club is composed of math enthusiasts who enjoy nothing more than spending their lunchtime delving deeper into geometric proofs and rigorously debate mathematical practices. These are great ways for students to get a taste of high school here on our middle school campus.

Learning opportunities do not start and end with the tardy and end of class bells. To help enrich 6th grade students’ math experience, we have a math Boot Camp providing additional skills support, allowing teachers to move forward with their content rich lessons while still providing support for those who need it. Every Monday, Wednesday, and Thursday there is an hour of after school tutoring, facilitated by a math and English teacher, available to all students in the Library. On Tuesdays, Professional Development Days, homework help is offered in one of our classrooms and is assisted by our Special Education Aides. Should students arrive to school early, there are tutoring opportunities beginning at 7:15am. In addition, many teachers make themselves available in their classrooms during either Nutrition or Lunch to offer additional assistance to students.

Hale has several opportunities throughout the year for students to showcase their hard work and successes. In the fall and spring semesters, each of our music programs produces their own evening performances to highlight the incredible talent of our students and to witness their growth over time. The advanced drama classes put on original productions twice a year as well, involving dialogue, song, and dance. Furthermore, the dance and drill team classes perform their student-choreographed routines proudly for the community at various activities and performances throughout the year. All staff members have the chance to show off their students’ accomplishments to the entire community at Back-to-School Night.
This has shifted from the traditional visit the school and walk through various classrooms to a full-blown event. We have local businesses, high schools, and representatives from Hale organizations available to answer questions and show their support for our programs, there are performances on the outdoor stage; there is food and activity all around. We are not only creating a rigorous and challenging academic program for all students, we are bringing the Hale community together to support all aspects of student life therein providing a safe, comfortable and welcoming educational environment allowing each individual the opportunity to achieve to their greatest potential. To further prepare Hale families for the rigors of high school, we have an annual High School Night. Over 25 local high schools and educational programs come to our campus to offer parents and students the chance to see what is available to them after they leave our hallways.

They are able to ask questions of the staff, become familiar with various programs that support specific strengths and interests, and just get a better overall understanding of what high schools require and have to offer today and for the future.

Open communication is extremely important to Hale staff members, which has led to the school-wide implementation of online grade reporting via Jupiter Ed. The inclusion of Jupiter to our educational program has made grade reporting transparent and immediate. Parents are able monitor their child’s progress on a regular basis and spearhead any interventions necessary prior to any given reporting period thereby alleviating any surprise or lack of understanding. Students are not only able to access their individual grades and progress as well, but are now fully engaged in online assessments and assignments that provide instant feedback.

Once students have been dismissed for the day, 2:59pm Monday, Wednesday, Thursday, Friday and 1:29 on Tuesdays, they have choices. Many go home for the day, leaving the same way they came by either foot, bicycle, car, or bus, but there are a great number of students who remain on campus with our Boys and Girls Club or Beyond the Bell programs. Both provide a safe and supervised environment for students to participate in until they are picked up or able to go home.
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).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

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 work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter or equivalent, as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

It is Hale’s goal to have its students meet the District’s Performance Meters including, but not limited to: 100 percent graduation, academic proficiency for all students, 100 percent attendance, improved and increased parent and community engagement, and school safety. Hale also has as a goal, its students’ mastery of the Common Core State Standards, as measured by the California Assessment of Student Performance and Progress (CAASPP). CAASPP includes the Smarter Balanced Assessments of English/Language Arts (ELA) and Math, the CST 8th grade Science Assessment, the Alternate Assessments, District Interim Assessments, and additional formative assessments.
Mastery of the standards is a goal of the No Child Left Behind (NCLB) legislation and is evidenced by the percentage required through the state’s Adequate Yearly Progress (AYP) report. The target proficiency rate for 2013 was 89.2% proficient and advanced in English/Language Arts, and 89.5% proficient and advanced in Mathematics. The goal under the new testing system is to exceed these numbers and, eventually, to reach 100% proficient and advanced, as delineated by the California Department of Education (CDE). The following charts demonstrate the overall growth in percentages of Hale students who are proficient and above in English/Language Arts and Mathematics, including Algebra 1 and Geometry.

In addition to our school-wide goals, Hale also has goals for improvement amongst members of our student subgroups listed in the 8 state priorities of the Local Control and Accountability Plan (LCAP) goals in Element 1. Specifically, Hale would like to focus on improvements that exceed school-wide academic progress (as measured by CAASPP) for our Foster youth, Low income students, Latino students, African American students, Reclassified Fluent English Proficient (RFEP) students, Students with Disability, and English learner populations. Hale would also like to see improvement in other areas, such as increased parental involvement and increased student attendance, and to achieve 0% suspension rates.

**MEASURING PUPIL OUTCOMES:**
**SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

At the beginning of each year, Hale’s staff collects all of our academic achievement performance outcomes, as measured by the CAASPP, from the CDE, My Data and other District-provided resources, to analyze our yearly progress. This Data is disaggregated and used to establish Hale’s yearly progress on a school-wide basis and for our focused subgroups, as well as to develop yearly goals and plans for achievement. As we make the transition into CCSS, we will use local measures and District interim assessments and SBAC benchmark scores as our data source.

**Overall School-wide Growth and Improvement**

Over the past five years, students at Hale have demonstrated increased scores in English/Language Arts, Mathematics, Social Studies, and Science. As shown below, the Academic Performance Index (API) increased steadily after Hale’s status as a District-affiliated Charter School was renewed five years ago.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Change in API</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>821</td>
<td>838</td>
<td>845</td>
<td>857</td>
<td>N/A</td>
<td>+36</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td>+17</td>
<td>+7</td>
<td>+12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CDE Data
School-wide SBAC benchmark scores for 2015

In 2015 students at Hale participated in the SBAC testing and have achieved the following benchmark scores. It is the goal of Hale to increase these scores by 1% in the standards met and exceeded categories. Hale’s focus will be on students with disabilities and English learners.

ELA and Math CAASPP (met and exceeded) benchmark scores for 6th – 8th grade in 2015
English/Language Arts

The following graphs demonstrate the overall percentage growth in Hale’s English/Language Arts scores by proficient and above students, and demonstrate that Hale maintained a steady high level of academic achievement in ELA across all grade levels between 2010 and 2013. Many of our LCAP priorities revolve around improvement of our proficiency rate in ELA. Hale’s goal is to increase by 1%, on a school-wide basis, as a measurement of Standards implementation and Academic achievement.

**ELA PROFICIENT & ADVANCED 2010-2013**
**ALL STUDENTS (PERCENTAGES)**

(Data Summary Sheet & California Department of Education)
Math
The following graphs demonstrate the overall percentage growth in Hale’s Math scores by proficient and above students. Our school-wide proficiency rate in 2013 was 72%. As shown in the graphs below, Hale maintained a steady high level of academic achievement in Math across all grade levels between 2010 and 2013. Although General Math scores show a decrease, it should be noted that the number of students taking General Math decreases significantly from 6th to 8th grade. By contrast, Hale’s 7th grade Algebra scores and 8th grade Geometry scores continue to be near 100% and we had a significant increase in the proficiency rate, as shown by our 8th grade Algebra scores. Many of our LCAP priorities revolve around improvement of our proficiency rate in Math.

Hale’s goal is to increase by 1%, on a school-wide basis, as a measurement of Standards implementation and Academic achievement.
MATH PROFICIENT & ADVANCED 2010-2013
ALL STUDENTS (PERCENTAGES)

(Data Summary Sheet & California Department of Education)

MATH PROFICIENT & ADVANCED 2012 & 2013
GRADE/SUBJECT

(Calendar Department of Education)
**Science and Social Studies**

Hale’s students continue to excel in Science and Social Studies, with a steady score of 79% on the 8th grade Science CST score, and Social Studies CST test scores maintaining about 70%.

**8TH GRADE SCIENCE PROFICIENT & ADVANCED 2012-2014**

(Data Summary Sheet & California Department of Education)
Data about Hale’s Subgroups

Since Hale became an affiliated charter five years ago, its API of 857 in 2013 and its consistent, continuous growth support the conclusion that the instructional program at Hale is rigorous and Standards-based. As demonstrated in the chart below, almost all subgroups met or exceeded their targeted growth, and those that did not remained above the 800 API benchmark. Hale has set LCAP target growth for subgroups that have not reached 800 at 5 points each year. In addition, our LCAP target growth for most of Hale’s subgroups in proficiency rate for Math and ELA is 2% each year.

### 2013 SUBGROUPS

<table>
<thead>
<tr>
<th>Subgroups</th>
<th># Students Included 2013</th>
<th>% Proficient or above Math</th>
<th>% Proficient or above ELA</th>
<th>2013 Growth</th>
<th>2012 Base</th>
<th>2012 – 2013 Growth Target</th>
<th>2012-2013 Growth</th>
<th>Met Subgroup Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>147</td>
<td>50%</td>
<td>60%</td>
<td>788</td>
<td>778</td>
<td>5</td>
<td>10</td>
<td>Yes</td>
</tr>
<tr>
<td>Asian</td>
<td>146</td>
<td>77%</td>
<td>77%</td>
<td>915</td>
<td>933</td>
<td>A</td>
<td>-18</td>
<td>Yes</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>479</td>
<td>55%</td>
<td>58%</td>
<td>810</td>
<td>803</td>
<td>A</td>
<td>7</td>
<td>Yes</td>
</tr>
</tbody>
</table>
In 2013, the English learners and socio-economically disadvantaged comprised the subgroups in which Hale did not meet its growth target and in which proficiency rates were low and the RFEP reclassification rate decreased by 8%. Our LCAP goals for English learners and LTELEs are to:

- Increase by 1% yearly the students achieving Basic on the SBAC (or the equivalent measure for determining reclassification);
- Increase by 1% yearly in all three AMAOs;
- Increase by 3% yearly on the EL API;
- Increase the reclassification rate by 1% yearly; and
- Achieve a suspension rate of 0% with the implementation of Restorative Justice.

Some actions that will help ensure the achievement of ELs, LTELEs, and socioeconomically disadvantaged students:
- Intervention that is geared towards their specific needs as identified by their areas of weakness
- Peer mentors/ tutors
- After school free tutoring offered by credentialed teachers
- Language Acquisition team referral
- Professional Development focused on differentiation
- Core teacher meetings with parents
- District mandated regular and LTELE English class

The graph below shows that Hale has achieved some progress in improving our students’ California English Language Development Test (CELDT) scores. Specifically, increasing the percentage of CELDT growth (via the annual measurable achievement objectives (AMAOs)). The percentage of Reclassification and Long Term English Learners (LTELEs) attaining English proficiency for students in the school system for more than the 5 year CELDT proficiency rate (AMAO 2) has decreased slightly.
ELA ACCOUNTABILITIES

Internal Assessment Results
In 2015 – 2016 school year students at Hale participated in English and Math Interim Assessments and have achieved the following results:

English Interim Assessment Results:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Above Standards</th>
<th>At/Near Standards</th>
<th>Below Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade (626 students)</td>
<td>24%</td>
<td>25%</td>
<td>51%</td>
</tr>
<tr>
<td>7th Grade (589 students)</td>
<td>34%</td>
<td>46%</td>
<td>19%</td>
</tr>
<tr>
<td>8th Grade (631 students)</td>
<td>58%</td>
<td>32%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Data Analysis:

6th grade: 51% scored below standards. Many students did not understand the prompt and summarized rather than analyzed. 7th grade: 19% scored below standards. Students need more expository writing practice.

8th grade: students showed an improvement because the prompt was designed to connect with the novel being taught.

Math Interim Assessment Results:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Above Standards</th>
<th>At/Near Standards</th>
<th>Below Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade (569 students)</td>
<td>24%</td>
<td>38%</td>
<td>38%</td>
</tr>
</tbody>
</table>
Math Interim Assessment Results by Subgroups (SBAC Database):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Latino</th>
<th>Asian</th>
<th>African American</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>24%</td>
<td>16%</td>
<td>48%</td>
<td>10%</td>
</tr>
<tr>
<td>Above</td>
<td>33%</td>
<td>16%</td>
<td>48%</td>
<td>10%</td>
</tr>
<tr>
<td>Near</td>
<td>49%</td>
<td>61%</td>
<td>39%</td>
<td>62%</td>
</tr>
<tr>
<td>Below</td>
<td>18%</td>
<td>23%</td>
<td>11%</td>
<td>29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Latino</th>
<th>Asian</th>
<th>African American</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>33%</td>
<td>16%</td>
<td>48%</td>
<td>10%</td>
</tr>
<tr>
<td>Above</td>
<td>33%</td>
<td>16%</td>
<td>48%</td>
<td>10%</td>
</tr>
<tr>
<td>Near</td>
<td>49%</td>
<td>61%</td>
<td>39%</td>
<td>62%</td>
</tr>
<tr>
<td>Below</td>
<td>18%</td>
<td>23%</td>
<td>11%</td>
<td>29%</td>
</tr>
</tbody>
</table>
Parent Engagement and School Safety

Hale’s parent community is very involved in our school. Parents are active members of our governance (via their participation in Charter Council and attendance at meetings). Parents also volunteer frequently and at a high rate, as needed, to support Hale, and they also help support our students’ education through their donations. Although parent involvement at Hale is one of its strengths, this is an area that can be further improved. One of Hale’s LCAP goals is to improve in this area, as this is a District Performance Meter. Last year, Hale had 20% of parents participate in the District’s yearly School Experience Survey. Our goal is to increase this participation percentage by 5% yearly. In addition we would like to increase the amount of parents that “strongly agree” to the responses below.
School Safety

Another District Performance Meter and area in which Hale would like to continue to improve is School Safety. The first priority of every school is to create a safe learning environment. Our school-wide focus is to decrease incidents of bullying and to improve our overall response to bullying with the implementation of Restorative Justice in Hale positive support plan.
**SCHOOL SAFETY**

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>School grounds are safe.</td>
<td>70% 73%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Adults at this school respond to bullying.</td>
<td>70%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>


**Attendance**

Improved student engagement, through improved attendance is a District Performance Meter and LCAP school goal. One of Hale’s LCAP goals is to increase the percentage of students with 96% attendance rate or higher by 1% yearly. Our other LCAP attendance goal is to decrease the number of students who are chronic absentees (16 days or more) by 1% yearly by implementing a plan to make parent contacts of chronically absent students.
GOAL: 100% ATTENDANCE

96% attendance is defined as no more than 7 days absent.

Chronic absence is 16 or more days absent


MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Assessment of student progress is a valuable tool for the measurement of teacher and student growth for school-wide improvement. To ensure that all students meet statewide performance standards, and to validate continued evidence of student learning, Hale shall conduct testing pursuant to the State of California’s Education Code, as well as through the ongoing development of its own assessment and evaluation processes. Teachers will use a variety of assessments to measure student achievement and progress, and will also individualize programs of instruction, and validate and improve teaching methodology to foster student learning.

The District’s Interim Assessments (currently provided by the District twice a year) will be implemented and used as formative assessments to improve Hale’s instruction and academic achievement until such time as Hale completes the altered/new assessments.
Overall student performance will be evaluated every five weeks, via progress reports or report cards, and teaching methods/staff development informed, based on the following measures:

1. Comparison of disaggregated median data with the established baseline;

2. Evaluation of State, District and Hale Department-designed assessments, to track trends and guide future professional development to improve student learning;

3. Comparison of the matriculation rate of students eligible for culmination, on an annual basis;

4. Performance by the various student groups and sub-groups on the District Interim Assessments and any alternate Hale Department-designed interim assessment that matches the rigor of the CCSS; and

Classroom observation by administrators and/or teachers. Additional, non-academic progress will be measured in different ways. Hale’s progress towards achieving its Attendance and Safety goals will be assessed using monthly MiSiS data. Parent and student engagement will be measured using the School Experience Survey. This data will also help set goals for improvement in Hale’s Safe Schools Plan, Discipline Foundation School-Wide Positive Behavioral Plan, and the School Attendance and Dropout Prevention Plan.

**DATA ANALYSIS AND REPORTING**

Data is collected by Hale’s Instructional Leadership teams for analysis, and reviewed on a monthly basis. These teams organize, plan or create meaningful professional development sessions for the entire faculty and staff. CAASPP, SBAC, ELPAC and CAA scores are presented in a timely manner at the beginning of each school year. Information from the CDE and the District’s My Data online systems assists with disaggregation of data and interpretation of the scores. Progress reports, report cards and intervention statistics provide data on student academic achievement.

The Instructional Leadership teams review the data and examine the areas that suggest the need for instructional improvements. Departments study student work and examine individual lessons, by subject area and grade levels. The teams present “best practices,” analyze the characteristics of successful content area programs, and establish criteria for the evaluation of assessments, units, lessons and projects. Stakeholder groups are provided with the data on a regular basis and also have the opportunity to participate in Hale’s development of plans for improvement.

The internal assessment data that is utilized are periodic assessments, teacher created unit tests and chapter tests.
GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.
ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall comply and be consistent with all applicable state and federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils). Unless the appropriate parties have agreed to a waiver or exemption, and notwithstanding any provision in this Charter, any school site governance model, practice, or action in conflict with the above requirements shall be null and void.

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

A. School Site Council (SSC)

George Ellery Hale Charter Academy’s School Site Council is charged with oversight of certain federal, state, and local District program plans, including the Single Plan for Student Achievement. The School Site Council’s members are
elected from HCA’s various constituent stakeholders and in accordance with provisions of the California Education Code and LAUSD policies, including BUL-5439.0 for Affiliated Charter Schools. Fifty percent of the SSC consist of the principal, certificated employees (teachers), and a classified employee (staff member), with teachers being in the majority. The balance of the SSC members consists of parents/guardians and community members. The current SSC composition includes the principal, teachers, a certificated employee, and parents/guardians and community members. Hale Charter Academy shall abide by Article XXVII of the LAUSD – UTLA CBA regarding the composition, functions, elections and deliberations of the SSC and applicable laws.

B. Hale Charter Council (HCC)

The Hale Charter Council (HCC) shall serve as the on-site governance council for HCA. HCC shall serve as a representative democracy. The mandate of the Charter Council, consisting of stakeholders of HCA, is to oversee the implementation of the guiding mission, vision, strategic plan and school-wide goals.

C. Organizational Chart and Composition of Hale Charter Council

![Organizational Chart]

If a Charter Council position is vacated before the representative’s term expires, the alternate from the same constituency who was elected at the same time as the representative will fill that position for the remainder of the vacated member's term.

D. The Charter Council oversees four categories as follows:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Areas of oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>School site specific policies</td>
</tr>
<tr>
<td>Academic Support</td>
<td>Instruction, curriculum and assessments</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Professional development</td>
</tr>
<tr>
<td></td>
<td>Class scheduling and the &quot;banking&quot; of time for professional development</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>Enrollment processes</td>
</tr>
<tr>
<td>School Operations</td>
<td>School-site budgeting</td>
</tr>
<tr>
<td></td>
<td>reduce class sizes below District norms, where possible</td>
</tr>
</tbody>
</table>

Charter Council has the authority to create additional Ad Hoc committees on an as needed basis.

E. Charter Council Committees

Each Charter Council addresses issues in the areas it has been tasked to oversee and makes recommendations based on input received from stakeholders. Since all stakeholders should have representatives on each Committee, the various constituencies can be assured that their concerns and new ideas will be focused on and addressed in Committee and, as needed, raised with and addressed in Charter Council.

Standing Committees:

- Instructional Leadership (Professional Development)
- School-site Budgeting
- Hale Staff Selection Committee (HSSC)

STAKEHOLDER INVOLVEMENT

Broad-based involvement by different stakeholder constituencies at Hale has been and continues to be crucial to its leadership, management and governance. The enhancement of Hale students’ learning experiences, campus amenities and environment as well as the improvement in overall student achievement are due, in large part, to its stakeholders’ continuing commitment to the school.
On-going and consistent stakeholder involvement in policies and activities supporting the school-wide community will enable Hale to continue to implement its educational mission, vision, strategic plan and school-wide goals in accordance with its governance structure. Hale will continue to encourage parents/guardians and members of its extended community to participate in Hale’s governance as well as to be involved in a myriad of school site activities that meaningfully impact the school-wide community encompassing George Ellery Hale Charter Academy including, to name a few: participating in such activities or organizations as Charter Council and its Charter Council Committees, as well as writing grants to secure funds for the creation or maintenance of specific student-centered programs and activities.

Day-to-day participation by Hale stakeholders in its governance help maintain the school-wide community’s attention to and focus on educational initiatives, core programs and the successful implementation of new Common Core educational standards, including facilitating the training and professional development of Hale’s certificated employees and ensuring the budgeting of additional funds for such training. Such stakeholder involvement will also ensure that new ideas, programs and initiatives are thoroughly evaluated, investigated and considered by Charter Council Committees and Charter Council itself. Furthermore, the accountability of Hale’s Charter Council, Committee members, Administration, certificated and classified staff to the school-wide community encourages all stakeholders, including Hale students and their families, to keep informed about, if not also become actively involved in, Hale’s governance.

Communication to stakeholders about Hale and their representatives’ involvement in governance and the work undertaken by Charter Council, its standing committees and School Site Council will keep the various constituencies’ members motivated and interested. Stakeholder representatives to Charter Council and School Site Council will communicate with their constituents in several ways to ensure Hale’s compliance with the Brown Act, Public Records Act and various other applicable laws, regulations and District policies. Communications methods will include one or more of the following: specific information disseminated via U.S. mail, email, Hale website, or in-house mail to various constituents, e-blasts of general meeting announcements or information, meeting minutes, announcements through Connect Ed, marquee listings, letters or flyers sent home with students, audio announcements at the school site, announcement boards outside Hale’s Main Office, announcements in the school newspaper, flyers on campus and/or in the main office, regular reporting at Town Hall meetings, as well as via constituent-specific mailings and meetings. This will include having certificated and classified representatives communicate to their fellow employees through their membership leaders, having members of the Student Leadership Class present regular reports to members of the student body or listing Professional Development days/topics on Hale’s website and calendar.

Having Hale’s consensus-based decision-making process at the heart of its governance structure will continue to increase participation by all stakeholder constituency groups in the local school-site governance process and solidify its effectiveness, particularly when coupled with the positive impressions within the school-wide community of Charter Council’s major role in facilitating the implementation and/or approval of successful educational and operational policy initiatives. Hale’s constituencies remain involved in and
dedicated to a school-wide community which strives to continue to improve, by all measurable criteria, while maintaining compliance with the District’s overall policies, regulations, legal commitments and applicable laws.

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

Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the District’s Uniform Complaint Procedures.

**RESPONDING TO INQUIRIES**

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

**NOTIFICATION OF THE DISTRICT**

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.
**STUDENT RECORDS**

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student’s last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student’s cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel
Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and employee–to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, 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

As a District affiliated charter school, in order to protect and promote the health and safety of pupils and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers
adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A)). As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B)). Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d)). The school shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Ed. Code § 47605(d)(2)(B)).

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

In the event that the total enrollment of Charter School approaches the school’s operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within the school’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.
A. The application process at Hale is monitored at all times by the school’s administration, in consultation with the District’s School Management Services and Student Integration Services, to ensure that mandated racial/ethnic balance ratios at Hale are maintained and to manage enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD).

B. Admission to the Charter School will be granted to students according to the following priorities:

1. Currently enrolled students. Continuing students are exempt from a lottery. Regarding lottery preferences, the Charter School’s first priority is to admit those who reside in the former attendance boundary of the school, including students whose home school is Hale based on the Permits With Transportation (PWT) Program.
2. Students who reside within the boundaries of LAUSD.
3. Students who reside within the State of California.

C. General Lottery Information; Public Random Drawing for Lottery:

1. The website at www.halecharteracademy.com, which is linked to the LAUSD website contains information about the Charter School lottery application process, as well as guidelines, procedures, and general information, including about the lottery deadlines and the lottery drawing.

2. Hale recruits and reaches out to all students including those with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities by utilizing Informational flyers, brochures, phone messages, emails, District-distributed information sheets and District-organized middle school fairs. Hale communicates the rules of the lottery process to all interested parties and potential applicants. Hale also communicates the information via visits to local feeder schools to meet with current 5th grade students and their parents/guardians, as well as during the Parent Tours that are conducted at Hale on a monthly basis from the start of the academic school year through April.

3. The submission of an application form for the Charter Lottery for attendance in the following school year begins the first day school resumes after winter break in January. Announcements, advertisements and website information pages instruct the public on the timeline of events. The lottery application form is due on the first week in April, and the lottery drawing occurs in a well-advertised open meeting one week later. The completed application form is to be turned into the Main Office or submitted electronically through the school’s website. A receipt will be given when the completed application form has been received, either electronically or in person. All late submissions are time-stamped and
each goes on the end of the waitlist after the lottery, in the order received.

4. The actual Charter School Lottery is held on an evening in April in the auditorium at Hale, to allow all interested parties to attend the event. Applicants are not required to attend the lottery drawing. At the April open public meeting, lottery applicants' lottery application numbers are selected at random and the applicants' lottery application numbers are then input electronically into a database in the order that they are drawn.

5. The lottery application numbers of selected students are typed, by computer, and displayed as they are drawn on a wide screen. Immediately after the lottery, an electronic email will be sent or a phone call will be placed by the Attendance Office to the parent or guardian of students selected through the lottery informing them of their placement on the waitlist.

6. Students on the waitlist will be contacted by email and/or telephone through the Attendance Office, in order, until Hale reaches its charter capacity completed. District-required enrollment packets must be brought to the Attendance Office within seven business days of being notified of an opening.

7. All Charter Lists and the Wait List will be kept on record in the Attendance Office until the end of the relevant school year.

8. Lottery policies and procedures will be on file with the Main Office, Principal's office, the Attendance Office, and on the website.

**SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

**MAGNET PROGRAM**

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District's Court-ordered Integration Program consistent with the Crawford court order.
HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

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.
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).)

GENERAL PROVISIONS

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior.

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 staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. 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 implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

Students with Disabilities

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

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, 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 sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

**READMISSION**

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

**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).)

District employees at Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.
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).)

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All such employees will be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.
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).)

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the Local District and the Charter Schools Division in accordance with the procedures set forth below:

1) Notification of any Dispute shall be made 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:
George Ellery Hale Charter Academy
c/o School Principal
23830 Califa Street
Woodland Hills, CA 91364

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

2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, 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 cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.
ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

The Los Angeles Unified School District is the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

**Closure Action**

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

**Revocation of the Charter**

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

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

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

**REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

**CLOSURE PROCEDURES**

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education. To the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school’s closure as a District affiliated charter school, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation.
ADDITIONAL PROVISIONS

**FACILITIES**

Charter School’s school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.
ADDENDUM
District Required Language for District Affiliated Charter School
Petitions (New and Renewal) and Material Revisions

ASSURANCES AND AFFIRMATIONS

George Ellery Hale Charter Academy (also referred to herein as “Hale Charter Academy”, “HCA”, “Hale”, “Hale Affiliated Charter School” and “Charter School”) shall:

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

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

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

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

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

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

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

• Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
• Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

| The contact person for Charter School is: | Christopher Perdigao |
| The address of Charter School is: | 23830 Califa Street, Woodland Hills, CA. 91367 |
| The phone number for Charter School is: | 818-313-7400 |
| Charter School is located in LAUSD Board District: | 3 |
| Charter School is located in LAUSD Local District: | Northwest |
| The grade configuration of Charter School is: | 6-8 |
| The number of students in the first year of this Charter will be: | 2150 |
| The grade levels of the students in the first year will be: | 6-8 |
• The current operational enrollment capacity of Charter School is: 2150

  NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).

• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional

• The bell schedule (start and end of day) for Charter School will be: 7:57 – 2:59

• The term of this Charter shall be from: July 1, 2016 to June 30, 2021

**Local Control Funding Formula (LCFF) Requirements**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

**INSTRUCTIONAL DESIGN**

**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. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

**Curriculum and Instruction**

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

**Transitional Kindergarten**

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.
WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District’s *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD’s GATE identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

Conversion Affiliated Charter

2. District Affiliated Charter School’s Special Education Responsibilities

   e. General Requirements

   The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also
ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Wellgent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Wellgent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

f. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings
for such students will be held within thirty (30) days of the student’s enrollment in accordance with federal and state law and District policies and procedures.

g. **Assessments**

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

h. **Alternative Placements**

Under limited circumstances when a District Affiliated Charter School student’s needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

f. **Least Restrictive Environment**
The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

h. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

i. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District’s Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.
2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District’s Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

*Modified Consent Decree Requirements
All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board 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 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 statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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 Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

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 work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter or equivalent, as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.
GRADED, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall comply and be consistent with all applicable state and federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils). Unless the appropriate parties have agreed to a waiver or exemption, and notwithstanding any provision in this Charter, any school site governance model, practice, or action in conflict with the above requirements shall be null and void.

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.
**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District’s Uniform Complaint Procedures.

**RESPONDING TO INQUIRIES**

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

**NOTIFICATION OF THE DISTRICT**

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

**STUDENT RECORDS**

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.
When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

**PARENT ENGAGEMENT**

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

**ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**STAFFING**

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.
Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

**Certificated Personnel**

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

**Classified Personnel**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

**ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff,
including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and employee–to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, 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

As a District affiliated charter school, in order to protect and promote the health and safety of pupils and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.
**SAFE PLACE TO LEARN ACT**

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

---

**ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

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

---

**COURT-ORDERED INTEGRATION**

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

---

**FEDERAL PROGRAM COMPLIANCE**

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.

---

**ELEMENT 8 – ADMISSION REQUIREMENTS**

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

---

**GENERAL PROVISIONS**

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A)). As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the
former attendance boundary of the school. (See Ed. Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B)). Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d)). The school shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Ed. Code § 47605(d)(2)(B)).

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

In the event that the total enrollment of Charter School approaches the school’s operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within the school’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

**SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers an SAS Program, it shall not consider any student’s eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.
**MAGNET PROGRAM**

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District’s Court-ordered Integration Program consistent with the Crawford court order.

**HOMELESS AND FOSTER YOUTH**

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

**NON-DISCRIMINATION**

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

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

**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.
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).)

GENERAL PROVISIONS

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior.

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 staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. 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 implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.
STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, 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 sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.
READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

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).)

District employees at Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

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).)

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All such employees will be hired by the District and maintain the
same relationships with and through all respective bargaining units as other District employees at non-charter schools.

**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).)

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the Local District and the Charter Schools Division in accordance with the procedures set forth below:

4) Notification of any Dispute shall be made 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: [Enter name of school here.] 
c/o School Principal  
[Enter street address of school here.]  
[Enter city, state, and zip code here.]

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

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

6) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

The Los Angeles Unified School District is the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School's request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

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

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

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

**REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

**CLOSURE PROCEDURES**

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education. To the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective
date of closure as a District affiliated charter school and information regarding how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation.

**ADDITIONAL PROVISIONS**

**FACILITIES**

Charter School’s school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.