2012-2013 Charter of
Accelerated Charter Elementary School
A California Public Charter School

Part of
The Accelerated Schools
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Organization Name
Accelerated Charter Elementary School (ACES)

The addresses of the Charter School are 119 E. 37th Street, Los Angeles, CA 90011 (K-1) & 1010 E. 34th Street, Los Angeles, CA 90011 (2-6). For the 2014-2015 SY, the address will be 3914 Main Street, Los Angeles, CA 90011 (K-6).
The phone number of the Charter School is (323) 846-6694.
The contact person for the Charter School is Johnathan Williams.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is K-6.
The number of students for the 2013-2014 SY will be 300.
The scheduled opening date of ACES is August 12, 2013.

The admission requirements include: see Element 8

The enrollment capacity is 462. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

The instructional calendar will be approved by the TAS Board and reflect the required number of instructional days and minutes as stated by the CDE. Proposed instructional calendar on page 22.
Academic start date: August 12, 2013 End date: June 6, 2014.
The bell schedule for the Charter School will be: 8:00 a.m. – 3:00 p.m.
If space is available, traveling students will have the option to attend.

Prop. 39 – Application Submitted? No

Does the location meet Board Policy? Yes, the Board will recruit students from all areas of LAUSD and students are chosen by lottery.
Board of Trustees for 2012-2013
1. Eric C. Johnson, President
   *Vicex Inc./Crail-Johnson Foundation*
2. Dr. Simeon P. Slovacek, Vice President
   *Charter College of Education, CSULA*
3. Michael J. López, Treasurer
   *Booz Allen Hamilton*
4. Peter B. Morrison
   *Skadden, Arps, Slate, Meagher & Flom LLP*
5. Dr. Juli P. Quinn
   *President, FREEducation, LLC*
6. Leonard Rabinowitz
   *StudioCL*
7. Alma A. Rodriguez
   *WAHS Parent Representative*
8. Marivida Torres
   *TAS Parent Representative*
9. John W. Ward
   *Wells Fargo & Company*
10. Maiya Winston
    *ACES Parent Representative*

Description of Mission & Vision
ACES will be a national model for public/private partnerships that comprehensively serves the needs of its students in preparation for them to take their rightful place as confident and courageous citizens eager to achieve and contribute to a global society. ACES will graduate students who are prepared to succeed in rigorous college preparatory middle and high schools so that upon high school graduation each student will be prepared to succeed in the university of his/her choice; will enter the workplace as an informed and productive employee, entrepreneur, and community leader; and will act as a responsible citizen.

Source/Core of Money
The Accelerated Schools (TAS) are nonprofit organizations. TAS schools receive federal and state funds for specific purposes that are either unrestricted funds or are subject to review and audit by the grantor agencies.

Senior Management
Johnathan Williams – Founder & Chief Executive Officer
Kathy Dominguez – Chief Operating Officer
David Borovay – Chief Financial Officer
Susan Raudry – Principal

Has your charter applied to any other jurisdiction for approval?
No, we have not applied for a charter in any other jurisdiction.

Are there any sister charters? Yes
The Accelerated School (K-8)
Wallis Annenberg HS (9-12)
What innovative elements of your charter could be considered “best practices” and replicated by other schools?

Dual Language research shows that 50/50 models should teach literacy in one of two ways: through the student’s primary language first and then through their second language or through learning literacy in both languages simultaneously. In January 2007, ACES began to teach literacy in both English and Spanish simultaneously. In 2007-08, the team adopted a 50/50 content model proposed by Leo Gomez, David E. Freeman and Yvonne S. Freeman & (2005). In the summer of 2010, the principal and two teachers traveled to Texas to participate in a three-day initial training directly from Dr. Leo Gómez. The training was shared with rest of the staff for the 2010-2011 school year. In the summer of 2011, the principal attended a five-day Training of Trainers through the DLTI (Dual Language Training Institute) with Dr. Leo Gómez and Dr. Richard Gómez. ACES seeks to refine and implement this program with fidelity in all grade levels. ACES is the first school in California to implement this dual language program in grades K-6.
ELEMENT 1: EDUCATIONAL PROGRAM
This section satisfies Education Code § 47605(b)(5)(A), which requires 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 this program shall include the objective of
enabling pupils to become self-motivated, confident, and lifelong learners.

Vision and Mission
The Accelerated Charter Elementary School (also referred to herein, as "ACES" or "charter
school") will be a national model for public/private partnerships that comprehensively serves the
needs of its students in preparation for them to take their rightful place as confident and
courageous citizens eager to achieve and contribute to a global society. ACES will graduate
students who are prepared to succeed in rigorous college preparatory middle and high schools so
that upon high school graduation each student will be prepared to succeed in the university of
his/her choice; will enter the workplace as an informed and productive employee, entrepreneur,
and community leader; and will act as a responsible citizen.

Guiding Principles and Values
The Accelerated Schools Model, developed by the National Center of the Accelerated Schools
Project at Stanford University under the direction of Dr. Henry Levin, describes certain
principles and values that guide effective accelerated schools. The guiding principles and values,
described below, are applied at ACES to create and sustain a highly supportive educational
environment that provides students, parents and community with high expectations of personal
achievement and active learning experiences.

Three Central Principles
1. Unity of Purpose refers to a striving among parents, teachers, support staff, students,
administrators, the district, and the local community toward a common set of goals for the school
that become the focal point of everyone's efforts.

2. Empowerment Coupled with Responsibility refers to the ability of all participants in a school
community to (1) make important educational decisions, (2) share responsibility for
implementing those decisions, and (3) share responsibility for the outcomes of those decisions.

3. Building on Strengths refers to sharing and utilizing all of the human resources that students,
parents, school staff, districts, and local communities bring to the educational experience.

Values of Accelerated Schools
1. Equity: All students can learn and have an equal right to a high-quality education.

2. Participation: Everyone participates in the decision making process and the creation of
powerful learning experiences.

3. Communication and collaboration: All members of the school community work together and
share ideas. The entire school community collaboratively works toward a shared purpose by
learning from each other's experiences.
4. Community Spirit: School staff, parents, students, district office representatives, and the local community are all part of the school community. When they succeed, they do so together, because they've built strong connections with each other--all in the service of the children.

5. Reflection: The entire school community continuously scrutinizes the world of the school and addresses challenges to school improvement.

6. Experimentation and discovery: All staff, parents, and students explore, design, and implement experimental programs after communicating about and reflecting on the school's challenges and participating in discovery exercises.

7. Trust: The entire school community establishes a foundation of trust based on the faith, support, and development of each individual’s strengths.

8. Risk Taking: All parties are encouraged to be entrepreneurial in their efforts.

9. School as center of expertise: The members of the school community recognize that they possess the vision and the talent they need to make their dreams a reality. The school is a professional community with the expertise to create the best programs for its children, staff, and parents.

Purpose in Accordance with Charter Legislation and LAUSD Charter Policy
Preparing students for success in college through their mastery of state content standards and the state-adopted Common Core standards is the primary goal of ACES. Other goals include providing students better educational opportunities than what is currently available in this section of the city; providing additional student seats in an impacted area; training local educators in the use of effective teaching practices; and encouraging innovation in other public schools that serve educationally disadvantaged students. In accordance with the intent of California charter school legislation, ACES will also:

Improve pupil learning;
Increase learning opportunities for all pupils with emphasis on enriched and expanded learning experiences for students who are identified as academically low achieving;
Encouraging and providing opportunities for teachers to apply new ideas in the classroom and reflect on the results to foster continuous improvement of practices);
Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
Provide parents and students with expanded choices in the types of educational opportunities, which are available within the public school system;
Hold the school accountable for meeting measurable student outcomes.
Student Population

ACES is located in one of the densest areas in Los Angeles with a population of 103,892 within 4.29 square miles, averaging 24,239 persons per a square mile. Evidence of economic distress abounds: gang activity, active drug dealing, significant numbers of single parent households, lack of affordable housing, and abandoned businesses. Set within an urban empowerment zone just south of downtown Los Angeles, the unemployment rate is 13.9%. The 2010 census data for people living in the zip code 90011 states that there are 10% African American, 89.4% Hispanic and .3% mixed race inhabitants.¹ The majority of the families are considered “working poor” by most standards, with 41.6% of households earning less than $20,000 and less annually and 76% of the community speaks a language other than English at home. The economy relies heavily on low wage industry and service jobs. There are 37.14% of families living in poverty. About 28% of the residents receive some form of public assistance (Supplemental Security Income (SSI), cash public assistance income, or Food Stamps/SNAP) and 75% have less than a 9th grade education. Like TAS, ACES will have an expectation of high levels of student achievement for all students and will implement curriculum that meaningfully engages students in their learning. ACES will help address these challenges by preparing its graduates to have the academic skills necessary for success in middle school, high school, college, and beyond.

ACES’s current student population is 90% Latino, 5% African-American, 1% White and 4% other. Our 2012-13 applications indicate that 100% of the students are eligible for free or reduced price meals. ACES has a statewide rank of 4 for the 2010-11 school year and no similar schools due to the small size. A small school with between 11 and 99 valid scores receives an API and a statewide rank with an asterisk but no similar schools rank. ACES had 92 valid scores in 2011-2012. Surrounding local public schools, with their statewide and similar school API rank are: Harmony ES (2, 5), Trinity Street ES (3, 6), Wadsworth ES (1, 2), West Vernon ES (2, 4), Twenty-Eighth St. (1, 2), Forty-Ninth ES (1, 1), and Ascot ES (1, 4).²

<table>
<thead>
<tr>
<th></th>
<th>2010 Base API</th>
<th>2011 Growth API</th>
<th>10-11 Change</th>
<th>2011 Base API</th>
<th>2012 Growth API</th>
<th>11-12 Change</th>
</tr>
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<tbody>
<tr>
<td>ACCELERATED ELEM</td>
<td>749</td>
<td>784</td>
<td>35</td>
<td>782</td>
<td>760</td>
<td>-22</td>
</tr>
<tr>
<td>CDE Similar Schools Median</td>
<td>659</td>
<td>650</td>
<td>-9</td>
<td>650</td>
<td>690</td>
<td>40</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>720</td>
<td>747</td>
<td>27</td>
<td>747</td>
<td>739</td>
<td>-8</td>
</tr>
<tr>
<td>Comparison Schools Median</td>
<td>731</td>
<td>757</td>
<td>26</td>
<td>757</td>
<td>757</td>
<td>-1</td>
</tr>
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¹ 2010 census data (factfinder.census.gov)
² 2011-12 Accountability Progress Reporting (www.cde.ca.gov)
When ACES opened its doors in August 2004 as a K-1, we began with just 59 students. Subsequently, the school has added one grade level per year until it reached 5th grade. In preparation for a newly constructed school facility, additional classes have been added yearly at K-2 for a total projected student population of 230 at the end of the 2012-13 school year. ACES plans on adding a 6th grade class as part of its configuration beginning with the 2013-14 school year in order to become a K-6 school. The chart below displays the expected annual student enrollment; we have also included expanded figures as ACES plans to move to a larger facility that will accommodate more students in the fall of 201

<table>
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<th>Projected Student Enrollment</th>
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<tr>
<td>2013-14</td>
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<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
</tr>
<tr>
<td>4th</td>
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<td>5th</td>
</tr>
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<td>6th</td>
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LAUSD School Performance Framework:
The district-wide Student Performance Framework is being used as the criteria for charter school renewal. For the 2011-12 school year ACES went from a WATCH to a FOCUS school. The school wide percentage of students at ACES scoring proficient and advanced increased on the CST in ELA however we didn’t meet the growth target used on the LAUSD 2012 School Performance Framework status metric guide by .4% and received 1 point. ACES is a small school and “APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.”

CST scores are used which does not include students with disabilities scores. Had our students with disabilities been included, we would have scored an additional point and remained a WATCH school. Last year we had a 35% increase in our student population and had students at two school sites compared to one site the year before. We added new teachers this last school year, which required the need for professional development on our ELA and Math curriculum. These changes impacted our ability to maintain the level of instruction we had in previous years.

We have implemented ongoing strategic changes in the 2012-13 school year to meet the required academic goals for all students as noted in our school’s self-assessment. These changes include

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3 2011-12 Accountability Progress Reporting (www.cde.ca.gov)
and ongoing monitoring system for all students, especially those placed at risk, using OARS (Online Assessment Reporting System). Specific assessments and timelines have been established as a required expectation of all teachers (See OARS Implementation Plan in appendix). The administrator has identified teachers to support and develop in becoming instructional leaders in an effort to create distributive leadership at the school site due to the school growing each year. The CEO and COO meet weekly with the site administrator to provide additional operational and instructional supports as the school grows in size each year. In addition, third grade is a critical factor in determining the future academic success of students and as such instruction and formative data is being closely monitored to ensure success for this school year and future years as well. The 3rd and 4th grade teacher meet weekly and the administrator meets monthly to analyze student data to better guide and modify instruction.

LAUSD Academic Growth over Time (AGT):
ACES performed within the range of Predicted AGT and is similar to the district average.

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<tr>
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<th>2010-2011</th>
<th>3 Year Average 2008-2011</th>
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<tr>
<td>ELA</td>
<td>3.4</td>
<td>4.0</td>
</tr>
<tr>
<td>Math</td>
<td>3.1</td>
<td>3.0</td>
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ACES is significantly above predicted AGT looking at the three-year average by grade level for 4th grade in ELA and Math and for 5th grade in ELA. Third grade needs to improve in the area of ELA. Some factors contributing to poor performance is lack of rigorous instruction by the teacher in the past three years and using data on an ongoing basis to monitor the progress of students with an accountability system in place. The administrator has developed and implemented a data collecting, analyzing, and next steps ongoing process for all grade levels and as a way to closely monitor the progress of all students and especially those in third grade who have not performed well compared to LAUSD schools. One cause for this drop may also be attributed to our English Learners (55% of our population) who are only in their second year of formal instruction in language arts in English. If these students entered ACES in Kindergarten, they would have received formal language instruction in their native language, Spanish, for two years. Second grade would have been the first year of formal language instruction in English. Historically because we are a dual language school our students become proficient in English and score better on state exams in 4th and 5th grade.

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<th>3 Year Average 2008-2011</th>
<th>3 Year Average 2008-2011</th>
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<tbody>
<tr>
<td>ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>1.6</td>
<td>2.2</td>
</tr>
<tr>
<td>Grade 4</td>
<td>4.4</td>
<td>3.9</td>
</tr>
<tr>
<td>Grade 5</td>
<td>4.5</td>
<td>2.5</td>
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ACES showed consistent growth in reducing the number of students scoring FBB, BB, and B on the STAR in both ELA and Math from 2009-2011. ACES students, in grades 3-5, moved to a second site in 2011-12 and added 45 new students, a 34% increase in enrollment. We are adding new students each year to gradually increase our student population while building a strong
school culture of academic expectations. We have addressed the challenges of growing in our self-assessment to mitigate these changes.

ACES K-5 Percent (%) Proficient/Advanced on CST (AYP) 2010-2012

Prior to 2012 ACES consistently raised student achievement in the 2009-2011 school years as measured by our CST, API, and AYP data. This academic success could not be accomplished without a sound instructional program.

The 2011-12 school year was the first year that ACES API growth was negative and coincidently it occurred when the school site expanded from one to two school sites. There was a tremendous amount of change for our school community, which had been at the same site for eight years. We incorporated three new teachers (one-Kindergarten, one-First, one-Fifth) to our staff and had a 34% increase in student enrollment. We do not have a high teacher turnover, and on the contrary our teachers have high longevity with us and this includes two of our former co-teachers moving into the positions of teachers. The teachers take great pride in the daily work they do with our students and parents and there is a strong positive school culture.

As a result of the recent and one-time drop, ACES has taken a serious look at what needed to change this year to ensure that all students were successful and would make academic gains. The response, not only of ACES, but of the whole TAS community of schools was to enhance the accountability of administrators and teachers by implementing the OARS (Online Assessment Reporting System) program. Continuous data analysis and data talks are an essential key to successful student academic outcomes. Our plan of continuously setting goals, assessing students, analyzing the results, and designing action plans with instructional adjustments and strategies based on students’ needs is a key component to reaching the expected academic growth. Teachers were a part of developing and continue to choose and develop standards-based assessments needed to measure student growth. Both the administrator and teachers are being held accountable by using the academic growth of the students as a measurement of their effectiveness and as a part of their yearly evaluation. Our OARS (Online Assessment Reporting Plan) implementation plan is included as part of our charter renewal petition in appendix S.
AFFIRMATIONS AND ASSURANCES:

[Charter School] shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

An Educated Citizen of the 21st Century
An educated citizen participates constructively in society. S/he demonstrates knowledge and appreciation for the arts, diverse cultures, literature, history, social sciences, mathematics, science, technology and career ethics. Skills in reading, writing, speaking, and listening have been acquired. Quantitative reasoning, logic, problem solving, research, and independent study have been integral parts of this person’s educational background. S/he values friendship, responsibility, cultural diversity, and respect for self and others. This person has a broad knowledge base and has acquired skills that prepare him or her to enter the economic mainstream. S/he works cooperatively to achieve constructive answers to difficult questions for the benefit of society. S/he has acquired an acute awareness of global diversity and his
responsibility to the global community. S/he sees himself/herself as an integral member of this diverse community.

Instructional Approach

Based on the Accelerated Schools Model, ACES will support each student to accelerate their progress and achieve at high levels through quality first instruction and powerful learning. Powerful learning depends on a rigorous standards-based curriculum that is interdisciplinary and thematic, where learning is related to the personal experience of the students and calls for higher order thinking skills. The Powerful Learning Framework consists of five components that are incorporated into powerful learning strategies: Authentic, Interactive, Learner-Centered, Inclusive, and Continuous. Authentic learning allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner. Students bring to the classroom their own experiences, knowledge, beliefs, and curiosities. Authentic learning provides a means of bridging those elements with classroom learning. Students no longer simply learn rote facts in abstract or artificial situations, but they experience and use information in ways that are grounded in the world they live. The true power of authentic learning is the ability to actively involve students and touch their intrinsic motivation.

The Accelerated Schools Project was launched at Stanford University by Dr. Henry Levin as a comprehensive approach to school change, designed to improve schooling for children in at-risk communities. During his research, Dr. Levin was perplexed by the practice of “remediating” certain students, despite the fact that it rarely helped them make it into the educational mainstream. Struck by the inequity of this system, he proposed a new kind of school, where staff, parents, students, district office representatives, and local community members would work together to accelerate learning by providing all students with the challenging activities that have traditionally been reserved for students identified as gifted and talented. His viewpoint was that children caught in at-risk situations have exactly the same characteristics and potential of all children, including curiosity, desire to learn, imagination, and need for love, support, and affirmation. There is substantial research supporting this model: Texas Study of the High School Redesign and Restructuring Grant Program Interim Report, (January 2007) Prepared for Texas Education Agency by Resources for Learning; American Institutes for Research-AIR (2006) Summary of Finding from the National Longitudinal Evaluation of Comprehensive School Reform; The Education Alliance at Brown University (2005) Implementing for Success: An Analysis of Five CSR Models Accelerated School Summary; Manpower Development Research Corporation-MDRC, (2001) Evaluating the Accelerated Schools Approach.

ACES’s instructional program will be developed in alignment with California state standards (CST and CCST) and ACES’s standards, assessment, and accountability system, which will go well beyond State assessments as detailed in Element 2. Teachers and administration will design the curriculum program based on a shared understanding of what is important for students to achieve at high levels, with an emphasis on the content and performance embedded in each standard. ACES faculty believes that the ideal curriculum encompasses:

Areas for interdisciplinary and/or integrated curriculum;

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Descriptions of acceptable and exemplary performance based on state standards that will inform creation of rubrics;
A process where students will take projects to an audience beyond the classroom with outside organizations to demonstrate content mastery and engage the school community (e.g. college students from USC Viteri School of Engineering working with students on collaborative real-world projects; American Heart Association Teaching Gardens and Kids Cook with Heart school-site programs);
Major themes and skills to explore, develop and assess in connection to our ELA/SLA curricular program Treasures/Tesoros 2010 (McGraw-Hill);
A plan for ongoing assessments in and across discipline areas, including a criterion-referenced test for the core subjects;
Additional resources and expertise needed to provide high quality learning opportunities (Capoeira instructor, 5th grade three-day Catalina Island Marine Institute trip, curriculum experts to support teachers’ instruction, parent and community members, special assemblies provided by parents and community members or organizations);
Performance based assessments to ensure that there is depth of learning beyond the basic coverage of material.

How Learning Best Occurs
Guided by the understanding of the student population and building upon the success of The Accelerated Schools, ACES staff will utilize research-based educational approaches that:
Create an environment of connectedness where all students feel they belong;
Create an environment that is student-centered and focused on meeting the needs of the students;
Establish learning groups where teachers work with a group of students to allow for individualized instruction based on students’ strengths and areas of need derived from informal and formal assessments;
Use an interdisciplinary approach to teaching and learning where the relationships across subject matter content areas are made explicit;
Allow time for teachers to collaborate on curriculum, instruction, and assessment, as well as the progress of their students during Professional Institute Week before the start of school each year, Pupil Free Days designated for professional development and during professional development time one afternoon a week;
Provide regular and frequent opportunities for advisement and counseling that further connect the student with a caring adult;
Provide opportunities for exposure to and exploration of courses and areas of interest beyond the academic core;
Create flexible heterogeneous instructional grouping that ensures equal access to rigorous and interesting curriculum;
Articulate a core of knowledge based on state standards that is to be mastered by every student;
Use research-based instructional strategies that focus on active learning, hands-on approaches, and culturally responsive teaching;
Provide activities that take place beyond the school day that continue to engage the student's mind in ways that promote pro-social behavior and a healthy lifestyle;
Integrate technology into the curriculum in meaningful ways.
Technology instruction and integration into the curriculum will be an important part of the ACES instructional program and will be guided by National Educational Technology Standards, State
content and Common Core standards, as applicable. To support a multidisciplinary approach to technology integration, our teachers will link digital content to educational objectives, select student outcomes and performance standards, and evaluate student outcomes against these standards to refine and improve our instructional and institutional practices. We believe the use of technology is an essential element in an institutional process of data collection, analysis, and improvement.

Expected School-wide Learning Results

As a result of attending and participating in ACES, graduates from ACES will be:

- Educationally Prepared, Compassionate Citizens with a Global Perspective
- Healthy and Optimistic Family and Community Members
- Confident, Resilient, and Persistent Achievers
- Eager and Conscientious Contributors
- Tolerant and Courageous Decision-Makers and Problem-Solvers

Student attainment of these characteristics will be developed through instructional practices, extra-curricular activities, and school-wide celebrations and assemblies and through parental and community engagement.

A Typical Day at ACES

The school's API growth from 2009-2012 has been 78 points. As the students include both native Spanish speakers and African American students who speak no Spanish at home, the parents believe that the graduates of this dual language program will be the citizens who bring the different communities of Los Angeles together. The parents that have been interviewed in our recent review visit shared “the school’s bilingual program is a strength of the school because the kids are allowed to develop language skills that then can be used to think creatively.”

ACES offers a unique dual language enrichment program that is not offered in nearby schools in the area. The day begins with a morning meeting that builds language vocabulary in either English or Spanish depending on Language of the Day (Monday, Wednesday, Friday = Spanish; Tuesday, Thursday = English). There is a short recess in the morning that helps provide the transition into Mathematics. Students are learning new English academic vocabulary with our standards-based Singapore Math Curriculum. Our program encourages mental math and identifying multiple ways to solve a problem. Teachers also incorporate several math games to build number fluency and automaticity. After lunch and a second recess, students dive deeper into the content areas of Social Studies and Science through hands on standards based projects in Spanish. Thinking Maps are incorporated across grade levels and subject areas to help students focus on key academic concepts and vocabulary. This continuity has helped scaffold the instruction for both English and Spanish learners. Time is of great value at ACES. Students and teachers are constantly busy preparing for the next big thing in the school’s calendar, whether it be working on publishing their latest authentic piece of student writing, devouring a chapter book at their independent level, or preparing for their student led conference presentation.

The school day ends at 3 p.m., yet the majority of our students stay for a state-funded program, ASES (After School Education and Safety Program), where they receive tutoring and homework
help, a healthy snack and a variety of enrichment activities such as dance, art, music, cooking, sports, and science exploration activities.

Curriculum
The ACES curriculum is based on and will adhere to the California Content Standards and the Common Core State Standards. In August of 2010, the Common Core State Standards for English Language Arts and Mathematics was adopted by the California State Board of Education to provide clear and consistent expectations of what students are to learn from K-12. Just as importantly, the curriculum of ACES will provide students opportunities to learn the fundamental truths of life and the foundation requirements to be an educated person. In order to learn effectively and retain information, children need to have meaningful learning, engaging their curiosity and imagination. To serve that need, the curriculum introduces the tools to grasp and comprehend the basic courses of study and build critical problem solving and study skills. At ACES, students learn how to learn. In the curriculum, students experience and understand the interconnection of life, the journey of human inquiry and knowledge and the method and effective communication of that knowledge to others. Students experience and understand that all actions have consequences and that we do not live in isolation but in relationship with all people and all things.

ACES is dedicated to the idea that every child can accelerate their progress and achieve at high levels through powerful learning. Powerful learning depends on a rigorous curriculum that is interdisciplinary and thematic, where learning is related to the personal and background experience of the students and calls for higher order thinking skills.

The curriculum will be balanced toward mainstream curriculum, and also celebrate the cultural richness that made America and today creates American citizens. The academic program promotes collaborative learning daily in classrooms and encourages children to learn outside of school by teachers and staff making connections with students during lessons and field trips, to see how their subjects are important beyond the classroom and to use their learning skills outside of the school walls. It is our goal that the ACES curriculum creates a space for students to question their place in the world, to become engaged in their communities and to help strive for social justice.

Transitional Kindergarten
On September 30, 2010, the California Legislature enacted Senate Bill 1381, which changed the date by which a child must turn five years old to enter kindergarten. The law also created the opportunity for students who do not meet the new start-date requirements to enroll in a transitional kindergarten—defined as a program that uses a modified, age and developmentally appropriate kindergarten curriculum and allows students to attend a structured, high-quality school-readiness program. Currently, a child must turn five on or before December 2 to be admitted to kindergarten. In the 2012–13 school year, the date changes to November 1, and in 2013–14 it changes to October 1. In 2015–16 and every year thereafter, the child must turn five on or before September 1 to be admitted to kindergarten. This program at ACES will be a bridge between preschool and kindergarten that will give children whose birthdays fall late in the year an opportunity to learn important academic and social skills in a hands-on way that supports their development. This is important because California’s kindergarten standards and curriculum have
changed over the years, and many of the skills children were once taught in first grade are now expected in kindergarten. Transitional kindergarten is a new and voluntary option that will allow families to give their children the gift of time to develop at their own pace and continue building the social, emotional and academic skills that will help them succeed in elementary school. Students meeting the criteria for Transitional Kindergarten will be placed in a Kindergarten combination class. Parents will participate in an orientation meeting to be informed of the model being implemented at ACES and its purpose. Kindergarten teachers at ACES will help children in transitional kindergarten develop social skills through activities that build confidence and communication. They will expose children to reading and math in an exciting, interactive way by using educational games to teach children about words and sentences and help them understand mathematical concepts like counting and patterns. Teachers will create modifications in their lessons using Treasures/Tesoros 2010 (McGraw-Hill) and Singapore Math to ensure they are at the level the students can be successful while at the same time building a strong foundation for their success. The social, emotional and academic skills children learn in transitional kindergarten will help them to succeed in kindergarten, become leaders in the classroom and confidently navigate the school day routine. All Kindergarten teachers attended Transitional Kindergarten training in September 2012.

English / Language Arts Curriculum Overview - The ability to read and comprehend written information of any kind with understanding and retention, to communicate your thoughts to another in a variety of methods or media, to write clearly, descriptively and concisely, to speak with clarity, comfort, and purpose. ACES students will be avid readers of poetry, fiction, and non-fiction found in the school’s Language Arts curriculum, California Treasures/Tesoros (McGraw-Hill) adopted in 2010 as well as other supplemental reading materials.

In order to develop confident writers, ACES will use Treasures/Tesoros (McGraw-Hill) 2010 in conjunction with Writers Workshop, developed at the Teachers College at Columbia University by Lucy Calkins, as a supplemental component to the language arts program. Lucy Calkins’ Units of Study for Teaching Writing (K-2) and Units of Study for Teaching Writing (3-5) (Heinemann, 2006). In writing workshops, students become powerful writers: they learn to observe the world within and around them, write drafts, revise, edit, and present polished and well crafted pieces of writing.

AFFIRMATIONS AND ASSURANCES:
[Charter School] shall offer at a minimum, the number of instructional minutes set forth in ED code 47612.5

Education Code Section 46201.2
(a) Commencing with the 2009–10 school year and continuing through the 2014–15 school year, a school district, county office of education, or charter school may reduce the equivalent of up to five days of instruction or the equivalent number of instructional minutes without incurring the penalties set forth in Sections 41420, 46200, 46200.5, 46201, 46201.5, 46202, and 47612.5. A school district, county office of education, or charter school shall receive revenue limit funding based on the adjustments prescribed pursuant to Section 42238.146 whether or not it reduces the number of schooldays or instructional minutes.
(b) This section shall become inoperative on July 1, 2015, and, as of January 1, 2016, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2016, deletes or extends the dates on which it becomes inoperative and is repealed.
Key Elements of Gomez & Gomez Dual Language Enrichment Model

<table>
<thead>
<tr>
<th>Language of Instruction (LOI)</th>
<th>K &amp; 1st Grade</th>
<th>2nd – 6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>Native Language (only time students are separated by L1)</td>
<td>Spanish and English*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*equal instructional time daily</td>
</tr>
<tr>
<td>Science &amp; Social Studies</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>Math</td>
<td>English</td>
<td>English</td>
</tr>
</tbody>
</table>

Language of the Day (LOD):
Monday, Wednesday, and Friday: Spanish // Tuesday and Thursday: English
Validates both languages; followed throughout the campus, to the extent staff speaks Spanish/English, during recess, lunch, special events, etc.;
Consistent review of vocabulary in LOD from classroom labels, student-generated alphabets, & Word Wall’s
Morning activities, Read-Alouds; Expressive Journal Writing; DEAR/SST conducted daily in LOD

Conceptual Refinement (CR):
10-15 minutes at end of each lesson for math, science & social studies for concept refinement of L2 content learners (inclusive of content block; conducted in the LOI); also ensures high academic rigor

Sample Daily Schedule – K – 1st Grade
Dual Language Enrichment Model

**Monday**
8:00- 8:30 am  Language of the Day activities (M-W-F: Spanish, T-Th: English)
8:30- 9:30 am  Block #1 – Language Arts (Spanish/English – students learn in L1)
9:30- 9:50 am  Recess
9:50-10:30 am  Block #2 – Language Arts (Spanish/English – students learn in L1)
10:30-11:00 am English Language Development/ Spanish Language Development
11:00-11:30 am Block #3 – Language Arts/Bilingual Learning Centers
(Spanish/English – students learn in L1)
11:30-12:15 pm Lunch
12:15- 1:20 pm  Math/Conceptual Refinement - English
1:20- 1:30 pm  Clean-up/Homework (Spanish)

Instructional minutes: 265
Sample Daily Schedule – K – 1st Grade (cont.)

**Tuesday-Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00- 8:30 am</td>
<td>Language of the Day activities (M-W-F: Spanish, T-Th: English)</td>
</tr>
<tr>
<td>8:30- 9:30 am</td>
<td>Block #1 – Language Arts (Spanish/English – students learn in L₁)</td>
</tr>
<tr>
<td>9:30- 9:50 am</td>
<td>Recess</td>
</tr>
<tr>
<td>9:50-10:40 am</td>
<td>Block #2 – Language Arts (Spanish/English – students learn in L₁)</td>
</tr>
<tr>
<td>10:40-11:00 am</td>
<td>Physical Education (T/Th)/ Music (Wed)/Art (Fri) in LOD</td>
</tr>
<tr>
<td>11:00-11:30 am</td>
<td>Block #3 – Language Arts/Conceptual Refinement/Bilingual Learning Centers (Spanish/English – students learn in L₁)</td>
</tr>
<tr>
<td>11:30-12:15 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-12:50 pm</td>
<td>English Language Development/Spanish Language Development groups</td>
</tr>
<tr>
<td>12:50- 1:50 pm</td>
<td>Math/Conceptual Refinement - English</td>
</tr>
<tr>
<td>1:50- 2:00 pm</td>
<td>Snack/Walking break (T-W-Th)</td>
</tr>
<tr>
<td>2:00- 2:45 pm</td>
<td>Science/Social Studies/Conceptual Refinement -Spanish (T-W-Th)</td>
</tr>
<tr>
<td>2:45- 3:00 pm</td>
<td>Clean-up/Homework (LOD)</td>
</tr>
</tbody>
</table>

Tuesday: Capoeira 30 minutes (Physical Education)  
Friday: Physical Education 1:00-1:45pm (LOD)

Instructional minutes: 345

<table>
<thead>
<tr>
<th>Grades K – 1 (2013-2014)</th>
<th>Daily Instructional Minutes</th>
<th>Number of Instructional Days</th>
<th>Yearly Instructional Minutes</th>
<th>Total Yearly Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>265</td>
<td>31</td>
<td>8,215</td>
<td></td>
</tr>
<tr>
<td>Tuesday - Friday</td>
<td>345</td>
<td>149</td>
<td>51,405</td>
<td>59,620</td>
</tr>
</tbody>
</table>

Sample Daily Schedule - 2nd – 6th Grade  
Dual Language Enrichment Model

**Monday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15- 8:30 am</td>
<td>Language of the Day (LOD) activities (M-W-F: Spanish, T-Th: English)</td>
</tr>
<tr>
<td>8:30- 9:30 am</td>
<td>English Language Arts/Conceptual Refinement</td>
</tr>
<tr>
<td>9:30- 9:50 am</td>
<td>Recess</td>
</tr>
<tr>
<td>9:50-10:00 am</td>
<td>Read Aloud (LOD)</td>
</tr>
<tr>
<td>10:00-10:35 am</td>
<td>English Language Arts/Bilingual Learning Centers (Gr.2 only)</td>
</tr>
<tr>
<td>10:35-11:40 am</td>
<td>Math/Conceptual Refinement - English</td>
</tr>
<tr>
<td>11:40-12:20 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20-12:30 pm</td>
<td>Sustained Silent Reading (SSR-LOD)</td>
</tr>
<tr>
<td>12:30- 1:25 pm</td>
<td>Spanish Language Arts/Conceptual Refinement</td>
</tr>
<tr>
<td>1:25- 1:30 pm</td>
<td>Clean-up/Homework</td>
</tr>
</tbody>
</table>

Instructional minutes: 255
Sample Daily Schedule - 2nd – 6th Grade (cont.)

**Tuesday-Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:30 am</td>
<td>Language of the Day (LOD) activities (M-W-F: Spanish, T-Th: English)</td>
</tr>
<tr>
<td>8:30-9:30 am</td>
<td>English Language Arts/Conceptual Refinement (CR)</td>
</tr>
<tr>
<td>9:30-9:50 am</td>
<td>Recess</td>
</tr>
<tr>
<td>9:50-10:00 am</td>
<td>Read Aloud (LOD)</td>
</tr>
<tr>
<td>10:00-10:35 am</td>
<td>English Language Arts/Bilingual Learning Centers (Gr.2 only)</td>
</tr>
<tr>
<td>10:35-11:40 am</td>
<td>Math/Conceptual Refinement - English</td>
</tr>
<tr>
<td>11:40-12:20 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20-1:05 pm</td>
<td>English Language Development groups</td>
</tr>
<tr>
<td>1:05-1:15 pm</td>
<td>Sustained Silent Reading (LOD)</td>
</tr>
<tr>
<td>1:15-2:15 pm</td>
<td>Spanish Language Arts/Conceptual Refinement</td>
</tr>
<tr>
<td>2:15-2:55 pm</td>
<td>P. E. (T/Th), Social Studies/Science/CR-Spanish (W/F)</td>
</tr>
<tr>
<td>2:55-3:00 pm</td>
<td>Clean-up/Homework</td>
</tr>
</tbody>
</table>

Thursday: Capoeira 50 minutes (Physical Education)

Instructional minutes: 345

<table>
<thead>
<tr>
<th>Grades 2 – 6 (2013-2014)</th>
<th>Daily Instructional Minutes</th>
<th>Number of Instructional Days</th>
<th>Yearly Instructional Minutes</th>
<th>Total Yearly Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>255</td>
<td>31</td>
<td>7,905</td>
<td></td>
</tr>
<tr>
<td>Tuesday - Friday</td>
<td>345</td>
<td>149</td>
<td>51,405</td>
<td><strong>59,310</strong></td>
</tr>
</tbody>
</table>
Proposed 2013-2014 Academic School Calendar with 180 instructional days:

Guided by the California Common Core State Standards, ACES teachers will adhere to and ensure that lesson objectives are correlated with the outcomes that the state has outlined:

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (see Appendix U)

History / Social Science Curriculum Overview - The way a nation describes its history defines both its present and its shapes its future. By examining change over time, the study of history reveals the development of ideas and chronicles the events that those ideas spawned, providing the foundation for our knowledge about ourselves.
History is the way we come to know ourselves, our heritage, our legacy. In its study, students learn tolerance, the understanding of differences, the reasons why world culture evolved and the continuing impact of individuals on the shaping of that culture.

Geography, a critical component of the social science curriculum, is a basic building block of informed citizenship and environmental awareness, providing students with the economic, political, and environmental context for learning about cultures and people in different parts of the world. Geography is the portal to a number of different subject areas, including geology, biology, demography, history, culture and physical science. Geography helps students develop a better understanding of the relationship of humans and all life to the earth. In the modern global social and economic culture, students need to know the location and attributes of places to have a sense of global orientation and geographic relation.

In January of 2009, ACES teachers began utilizing Reflections (Harcourt Publishers), a California-Adopted Social Studies Program in Spanish to ensure exposure to the rich academic vocabulary that is inherent in the study of history. ACES teachers teach beyond the textbook and find creative ways to incorporate the ambitious standards outlined below:

History / Social Science Standards

**KINDERGARTEN**

Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

**K.1 Students understand that being a good citizen involves acting in certain ways.**

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

**K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**

**K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**

**K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.

3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).

4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Grade One

A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.

2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

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

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.

3. Construct a simple map, using cardinal directions and map symbols.

4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").

2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.

3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

1. Examine the structure of schools and communities in the past.

2. Study transportation methods of earlier days.

3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.

3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.

2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

Grade Two

History-Social Science Content Standards.
People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Grade Three
Continuity and Change
Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.

6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.

3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.

Discuss the relationship of students' "work" in school and their personal human capital.

Grade Four

California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.

2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.

3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.

4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.

3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).

4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.

5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.

7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.

8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.

2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).

3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

4. Study the lives of women who helped build early California (e.g., Biddy Mason).

5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.

2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).

5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.

6. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation
projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.

7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.

8. Describe the history and development of California's public education system, including universities and community colleges.

9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).

2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.

3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.

4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.

5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

Grade Five

United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.

5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.

3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.

2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).

3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.

7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

5.9 Students know the location of the current 50 states and the names of their capitals.

Grade Six
World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi's Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and
justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).

3. State the key differences between Athenian, or direct, democracy and representative democracy.

4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.

5. Outline the founding, expansion, and political organization of the Persian Empire.

6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

2. Discuss the significance of the Aryan invasions.

3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

4. Outline the social structure of the caste system.

5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.

7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).
6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Science Curriculum Overview – Science celebrates the wonder of human inquiry, enhances our natural curiosity and facilitates seeking and finding deeper meaning in all aspects of life, often beyond the physical and sensory world.

Children need the opportunity to be curious, and to have their curiosity and imagination nurtured and opened by asking “why” of all things. They need to be taught that life is important and needs
to be respected, to learn about all the different forms of life and the process and outcome of life cycles. To be the most effective, this learning should take place predominately through actual physical encounters and interaction with nature. For this reason, ACES utilizes FOSS kits (Lawrence Hall of Science, UC Berkeley) to ensure an unforgettable hands-on experience for the learner.

Once the imagination and natural curiosity are stimulated, the scientific method of inquiry and its history provides a framework for the exploration of life, a guidance system that builds the students cognitive and logical skills, lifelong companions to a lifetime of learning.

Science Standards

Kindergarten

Physical Sciences

1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
   a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
   b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.
   c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

Life Sciences

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
   a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
   b. Students know stories sometimes give plants and animals attributes they do not really have.
   c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

Earth Sciences

3. Earth is composed of land, air, and water. As a basis for understanding this concept:
   a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
   b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
   c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.
**Investigation and Experimentation**

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Observe common objects by using the five senses.
   b. Describe the properties of common objects.
   c. Describe the relative position of objects by using one reference (e.g., above or below).
   d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
   e. Communicate observations orally and through drawings.

**Grade One**

**Physical Sciences**

1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:
   a. Students know solids, liquids, and gases have different properties.
   b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.

**Life Sciences**

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
   a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
   b. Students know both plants and animals need water, animals need food, and plants need light.
   c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
   d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
   e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

**Earth Sciences**

3. Weather can be observed, measured, and described. As a basis for understanding this concept:
   a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
   b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
   c. Students know the sun warms the land, air, and water.
Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Draw pictures that portray some features of the thing being described.
   b. Record observations and data with pictures, numbers, or written statements.
   c. Record observations on a bar graph.
   d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
   e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

Grade Two

Physical Sciences

1. The motion of objects can be observed and measured. As a basis for understanding this concept:
   a. Students know the position of an object can be described by locating it in relation to another object or to the background.
   b. Students know an object's motion can be described by recording the change in position of the object over time.
   c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
   d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
   e. Students know objects fall to the ground unless something holds them up.
   f. Students know magnets can be used to make some objects move without being touched.
   g. Students know sound is made by vibrating objects and can be described by its pitch and volume.

Life Sciences

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
   a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
   b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
   c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
   d. Students know there is variation among individuals of one kind within a population.
   e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
   f. Students know flowers and fruits are associated with reproduction in plants.
**Earth Sciences**

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
   a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
   b. Students know smaller rocks come from the breakage and weathering of larger rocks.
   c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
   d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
   e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

**Investigation and Experimentation**

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Make predictions based on observed patterns and not random guessing.
   b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
   c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
   d. Write or draw descriptions of a sequence of steps, events, and observations.
   e. Construct bar graphs to record data, using appropriately labeled axes.
   f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
   g. Follow oral instructions for a scientific investigation.

**Grade Three**

**Physical Sciences**

1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
   a. Students know energy comes from the Sun to Earth in the form of light.
   b. Students know sources of stored energy take many forms, such as food, fuel, and batteries.
   c. Students know machines and living things convert stored energy to motion and heat.
   d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.
   e. Students know matter has three forms: solid, liquid, and gas.
f. Students know evaporation and melting are changes that occur when the objects are heated.
g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
h. Students know all matter is made of small particles called atoms, too small to see with the naked eye.
i. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

2. Light has a source and travels in a direction. As a basis for understanding this concept:
   a. Students know sunlight can be blocked to create shadows.
   b. Students know light is reflected from mirrors and other surfaces.
   c. Students know the color of light striking an object affects the way the object is seen.
   d. Students know an object is seen when light traveling from the object enters the eye.

Life Sciences

3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept:
   a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
   b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
   c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
   d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
   e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

Earth Sciences

4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
   a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
   b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.
   c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
   d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.

Investigation and Experimentation

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
   b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
   c. Use numerical data in describing and comparing objects, events, and measurements.
   d. Predict the outcome of a simple investigation and compare the result with the prediction.
   e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade Four

Physical Sciences

1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
   a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
   b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
   c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.
   d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
   e. Students know electrically charged objects attract or repel each other.
   f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
   g. Students know electrical energy can be converted to heat, light, and motion.

Life Sciences

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
   a. Students know plants are the primary source of matter and energy entering most food chains.
   b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
   c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
   a. Students know ecosystems can be characterized by their living and nonliving components.
   b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
   c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
   d. Students know that most microorganisms do not cause disease and that many are beneficial.

**Earth Sciences**

4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:
   a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
   b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

5. Waves, wind, water, and ice shape and reshape Earth’s land surface. As a basis for understanding this concept:
   a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
   b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
   c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

**Investigation and Experimentation**

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Differentiate observation from inference (interpretation) and know scientists’ explanations come partly from what they observe and partly from how they interpret their observations.
   b. Measure and estimate the weight, length, or volume of objects.
   c. Formulate and justify predictions based on cause-and-effect relationships.
   d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
   e. Construct and interpret graphs from measurements.
   f. Follow a set of written instructions for a scientific investigation.
Grade Five

Physical Sciences

1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
   a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
   b. Students know all matter is made of atoms, which may combine to form molecules.
   c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
   d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
   e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.
   f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
   g. Students know properties of solid, liquid, and gaseous substances, such as sugar \((C_6H_{12}O_6)\), water \((H_2O)\), helium \((He)\), oxygen \((O_2)\), nitrogen \((N_2)\), and carbon dioxide \((CO_2)\).
   h. Students know living organisms and most materials are composed of just a few elements.
   i. Students know the common properties of salts, such as sodium chloride \((NaCl)\).

Life Sciences

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:
   a. Students know many multicellular organisms have specialized structures to support the transport of materials.
   b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide \((CO_2)\) and oxygen \((O_2)\) are exchanged in the lungs and tissues.
   c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
   d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
   e. Students know how sugar, water, and minerals are transported in a vascular plant.
   f. Students know plants use carbon dioxide \((CO_2)\) and energy from sunlight to build molecules of sugar and release oxygen.
   g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide \((CO_2)\) and water (respiration).
Earth Sciences

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
   a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
   b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
   c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
   d. Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
   e. Students know the origin of the water used by their local communities.

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
   a. Students know uneven heating of Earth causes air movements (convection currents).
   b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
   c. Students know the causes and effects of different types of severe weather.
   d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
   e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.

5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:
   a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
   b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
   c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
   b. Develop a testable question.
   c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
   d. Identify the dependent and controlled variables in an investigation.
e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.

f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.

g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.

h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

**Grade Six**

**Focus on Earth Science**

**Plate Tectonics and Earth's Structure**

1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:
   a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
   b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
   c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
   d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
   e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
   f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
   g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

**Shaping Earth's Surface**

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
   a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.
   b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
   c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

**Heat (Thermal Energy) (Physical Sciences)**

3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:
   a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
   b. Students know that when fuel is consumed, most of the energy released becomes heat energy.
   c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
   d. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

**Energy in the Earth System**

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:
   a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
   b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.
   c. Students know heat from Earth's interior reaches the surface primarily through convection.
   d. Students know convection currents distribute heat in the atmosphere and oceans.
   e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

**Ecology (Life Sciences)**

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
   a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
   b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
   c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
   d. Students know different kinds of organisms may play similar ecological roles in similar biomes.
   e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.
**Resources**

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:
   a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
   b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
   c. Students know the natural origin of the materials used to make common objects.

**Investigation and Experimentation**

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Develop a hypothesis.
   b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
   c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
   d. Communicate the steps and results from an investigation in written reports and oral presentations.
   e. Recognize whether evidence is consistent with a proposed explanation.
   f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
   g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
   h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

Mathematics Curriculum Overview- Math is fundamental to all other foundation courses in the Academic curriculum. Students will acquire a solid foundation of mathematical knowledge, thinking and skills from the early grades and will expand their mathematical capacity through challenging courses and experiences.

It provides reassurance and confidence in consistency and enhances overall problem solving abilities in life. Students are taught to understand math while doing rather than to “do” math to accomplish the task. Math imbues transaction with meaning, making the abstraction of numbers real and actual in student’s lives.

ACES students will be able to read tables and graphs, make sense of data, and request information in a variety of ways, in addition to possessing computational skills, and applying mathematical thinking and procedures to everyday problem solving. In the Fall of 2008, after
reflecting on insufficient growth on the 2008 Math CSTs, ACES adopted Singapore Math, a
State-adopted, CA standards-based math program in all grade levels.

Guided by the California Common Core State Standards, ACES teachers will adhere to and
ensure that lesson objectives are correlated with the outcomes that the state has outlined.

California’s Common Core Content Standards for Mathematics (see Appendix V)

California’s English Learner Students
ELs come to California from all over the world, and from within California, with a range of
cultural and linguistic backgrounds, experiences with formal schooling, proficiency with native
language and English literacy, migrant statuses, and socioeconomic statuses, as well as other
experiences in the home, school, and community. All of these factors inform how educators
support Els to achieve school success through implementation of the CA ELD Standards and the
academic content standards.  

ACES will adhere to the newly adopted California English Learner Standards:
Kindergarten – Sixth Grade ELD Standards (California SBE adopted on November 7, 2012)
(See Appendix W).

Foreign Language/Dual Language Program - Although world language is not a required subject
for the elementary grades, EC Section 51212 states that the Legislature encourages “the
establishment of programs of instruction in foreign language, with instruction beginning as early
as feasible for each school district.
To effectively compete in the global arena, ACES strives to have students who enter at
Kindergarten achieve linguistic biliteracy and content-area biliteracy by the end of fifth grade.
While this is a challenging goal to attain while achieving other state standards, ACES will
continue to explore ways in which to successfully accomplish this through quality instruction.
In fall of 2007, ACES partially adopted the Gómez & Gómez Dual Language model. Since 2009
ACES has moved forward in implementing this model fully and with increased fidelity. Several
teachers have attended the three-day training and the administrator attended the five-day
Training of Trainers in July 2011. Teachers receive yearly and ongoing training on how to
effectively implement the dual language program from the administrator and other teachers that
have attended the training as well as individual feedback from the administrator and visiting
DLTI (Dual Language Training Institute) specialists. Teachers will share best practices of the
dual language model during professional development. The school underwent a trainer
certification process in October 2012. DLTI instructional specialists visited the school to
observe the level and rigor of implementation of his dual language enrichment model providing
feedback and next steps to the school-site. This model has demonstrated its effectiveness in
schools across the state of Texas, Washington, Nevada, Kansas, and Alaska. For English

5 Overview of the California English Language Development Standards and Proficiency Level Descriptors
(www.cde.ca.gov/sp/el/er/eldstandards.asp)
for Bilingual Education, 5 (1), 43-54.
dominant learners, language arts and mathematics supports their native language development K-5th, while science and social studies is learned in the L2. Beginning in second grade, language arts is taught in both English in Spanish. Similarly, for Spanish dominant learners, science and social studies supports their native language development, while mathematics is learned in the L2.

Content Areas Learned in One Language
Unlike most 50/50 and 90/10 DLE models, this model does not call for instruction in all subject areas in both languages. Instead, it requires that all learners regardless of language background learn certain subjects only in L1, while others are learned only in L2. The model’s philosophy is that children can indeed learn subject matter effectively in either their L1 or L2, given the use of appropriate instructional strategies and other activities that support, in particular, the L2 learner in the respective subject area. Note that K-6th grade mathematics is learned in English by all participants, while Science and Social Studies is learned in Spanish. Language Arts is formally taught in the child’s native language in K and 1st grade and in both languages in 2nd - 6th grades.

The underlying premise for subject area instruction in only one language is the need for consistency of vocabulary and conceptual development of that subject in the same language. The rationale is that by providing mathematics instruction in English only and science or social studies in Spanish only, developmental, conceptual and linguistic connections will facilitate student schema. Mathematics was selected to be delivered in English only for the following reasons: 1) Mathematics is less language dependent than science or social studies and therefore supports the minority child, traditionally the most disadvantaged of the two, 2) Mathematics is generally a more hands-on subject with numerous manipulatives available, 3) Mathematics is more universal and its content cuts across both languages, and 4) Generally speaking, Spanish speaking parents can usually better assist their children in mathematics than in other subject areas due to the strong math education traditionally found in Latin countries. Similarly, science and social studies being more language dependent were selected to be delivered in Spanish only.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Separation of Languages for Content Area Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>Language Arts in Student's Native Language</td>
</tr>
<tr>
<td></td>
<td>Mathematics (English)</td>
</tr>
<tr>
<td></td>
<td>Social Studies/Science (Spanish)</td>
</tr>
<tr>
<td></td>
<td>Art, Music, P.E., Health - Language of the Day</td>
</tr>
<tr>
<td></td>
<td>(Spanish M-W-F, English T-Th)</td>
</tr>
<tr>
<td>2,3,4,5,6</td>
<td>Language Arts (Both Spanish and English)</td>
</tr>
<tr>
<td></td>
<td>Mathematics (English)</td>
</tr>
<tr>
<td></td>
<td>Social Studies/Science (Spanish)</td>
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<tr>
<td></td>
<td>Art, Music, P.E., Health - Language of the Day</td>
</tr>
<tr>
<td></td>
<td>(Spanish M-W-F, English T-Th)</td>
</tr>
</tbody>
</table>

in order to ensure a strong minority language curriculum that would support both learners and help compensate for the strong dominance of the English language. The model is designed to increase the chance of learners achieving full literacy in both languages by the end of 5th grade. This supports both the L1 and L2 learner, assuming the subject matter is made comprehensible through sheltered instruction strategies. There are additional reinforcement activities following each lesson learned in the L2, and the use of bilingual pairs or bilingual groups. This area also stresses that there is no translation or clarification in the L1 for all subject area instruction.

Language of the Day: All school and classroom activities not specifically designated a specific language of instruction adhere to what is called the Language of the Day (LOD), which alternates daily. The central purpose of the LOD is to: 1) promote bilingualism across the campus and in all uses of language by all school staff, and 2) develop vocabulary in both languages, but primarily vocabulary development in all learner’s L2. The LOD applies to all non-content-area language used in school by all students and staff. Activities such as morning announcements, pledge of allegiance, daily news, daily calendar, read alouds, library time, sustained silent reading, physical education, art, health, music, lunch breaks, water breaks, and end-of-day clean-up, etc. are conducted in the Language of the Day (LOD).

For more information on the Gómez & Gómez Dual Language Model visit http://dlti.us/3.html

Arts Overview - Because we believe that the arts are a fundamental component of our society and that they play an important role in cultivating learning skills, a creative arts program will be implemented to enhance and support the academic program. Teachers will be provided the opportunity to attend Inner-City Arts Creativity in the Classroom workshop series, a 35-hour course meeting on Saturdays, designed for teachers at all grade levels. The workshops provide classroom teachers with meaningful strategies to incorporate the visual and performing arts into the classroom curriculum in support of student achievement. The arts develop students’ critical and creative thinking abilities. Through the arts, students can reflect on the importance of world culture and rethink their place in this multicultural world. The goal of such a program will be to help its students become creative thinkers, leaders, citizens, parents, professionals... and perhaps even artists. Students are encouraged to enjoy and value the process of creating and learning. They learn to contextualize and create connections between themselves and other cultures and historical periods. They develop self-confidence and self-esteem through the process of artistic expression and the acceptance of new ideas.

The program’s objectives continue to include the cultivation of the students’ skills in three areas:

Art-Based Skills – Included are creative thinking skills such as seeing multiple possible solutions to a particular artistic problem, the capacity for the imaginative “play” with ideas, the ability to find and make meaning out of life experience, and the development of self-expression, self-confidence and self-esteem through the process of artistic expression and the acceptance of new ideas.

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7 Subjects Learned in One Language, DLTI: Dr. Leo Gomez and Dr. Richard Gomez & Associates. (http://dlti.us/3.html)
Life-Long Learning Skills – These include patience, creative problem-finding and problem-solving, the ability to appreciate and accept that there may be multiple opinions and views about the same object, experience or person. Other skills encompass the ability to tolerate frustration, view “mistakes” as an opportunity to learn and/or question and the ability to work as a member of a team or group to create a product.

Skills Which Transfer To Other Curricular Subjects - Verbal and spatial imagination and creativity, the ability to think on many levels at the same time, the ability to think about one's own thinking and question assumptions and the capacity for the development of new insights.

Unifying themes include Creative Expression, Artistic Perception, Historical and Cultural Context, and Aesthetic Valuing. It emphasizes active participation in the creative process and production, understanding the elements of art, including light, color, sound, movement, and composition, understanding the time, place and contextual meaning of artwork, and the ability to analyze, judge, and critique artwork.

Physical Education – ACES’s physical education program is based on the belief that physical wellness is integrally connected with mental and emotional wellness, and connected to success and fulfillment in other academic areas and, moreover, all aspects of life. Students will be in touch with and aware of their bodies, to understand the difference between “doing” and “being” and know that they have power over themselves. Through a variety of modern and traditional methods and practices, they will learn to access their inner reserves of energy and productivity to continually balance, refresh and renew themselves through their day.

ACES as part of The Accelerated School Community of Schools is committed to establishing policies and programs that encourage our students to develop and sustain healthy eating and physical activity habits. As such, we have adopted a Wellness Policy to help students attain full academic potential and optimal health by providing the skills, social support and environmental reinforcement necessary to adopt lifelong, healthy eating and physical activity habits. This policy was developed by The Accelerated School teachers and staff, based on the feedback of student, parent, teacher and staff surveys and discussion groups.

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Project Work/Project-based Learning—ACES’s utilizes the Project Approach as outlined by Dr. Lilian Katz and Dr. Sylvia Chard (Engaging Children’s Minds: The Project Approach Ablex Publishing 2000) and as part of our Dual Language Enrichment Model. Project work provides an opportunity for students to apply the standards-based skills they acquire across content areas in the context of a real-world based study.

A project is defined here as an in-depth investigation of a real world topic that is worthy of children's attention and effort. The study may be carried out by a class or by small groups of children. Projects can be undertaken with children of any age. They do not usually constitute the whole educational program. Younger children will play and explore as well as engage in projects. Older children's project work will complement the systematic instruction in their program.

The Project Approach refers to a set of teaching strategies, which enable teachers to guide children through in-depth studies of real world topics. Projects are described as having a complex but flexible structural framework with features that characterize the teaching-learning interaction. When teachers implement the Project Approach successfully, children can be highly motivated, feel actively involved in their own learning, and produce work of a high quality.

Excerpt from http://projectapproach.org

Gómez & Gómez Dual Language Enrichment (DLE) Model: Bilingual Research/Resource Centers serve as "subject specific reference areas" for bilingual pairs or groups to use in cooperative learning project-based learning activities. Beginning in 3rd grade, the DLE model calls for a greater emphasis on project-based learning, also referred to as inquiry-based learning for all content-based instruction. The Bilingual Research/Resource Centers serve as content resources for students working in their bilingual groups to access for completing their group research and/or project.

Meeting the needs of a Diverse Student Population:
Students will be identified for enrichment and intervention using formal and informal assessments from SBE-adopted curricular programs used at the school, CORE, DIBELS, IDEL, DRA, classroom projects/rubrics, as well as state administered tests (e.g. STAR and Smarter Balanced Assessments).

Intervention and Enrichment Programs through Community partnerships
ACES will provide the necessary support to ensure that students meet standards, including:
After school tutoring
Behavior modification plans
Student Success Teams (SST)
Counseling services
Mentoring
Parenting classes
After school enrichment classes (ASES)
Capoeira (Brazilian martial arts using combination of dance and music)
Community partnerships (USC School of Engineering, LADOT, Children’s Nature Institute, American Heart Association: Lorax Teaching Gardens and Kids Cook with Heart
Network for a Healthy California: Harvest of the Month; student and parent education

In order to enhance and improve student learning for all students as well as those performing below grade level and requiring intervention, ACES will:
Adhere to instructional minutes for English/reading/language arts (2 ½ hours grades K-3, 2 hours grades 4-6), and mathematics (50-60 minutes daily).
Use a lesson pacing schedule and have school schedule flexibility to provide classroom intervention and pull-out intervention.
Implement ongoing instructional assistance and support for teachers through professional development opportunities in and outside of school and peer/administrator observations and feedback based on student and teacher needs.
Use data to monitor student progress on curriculum-embedded assessments as well as other assessments (DIBELS/IDEL, DRA, and CORE) and modify instruction.
Ensure monthly teacher collaboration by grade level or successive grade levels facilitated by the principal or teacher leaders using student achievement data.
Provide fiscal support using general and categorical funds for supplemental instructional materials and intervention programs.

Socioeconomically Disadvantaged Students
ACES seeks to serve a population comprised in most part with students who are socioeconomically disadvantaged. Research indicates that children from low-SES households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). The school’s program is designed to meet the needs of students with this designation and is based on research driven curriculum and practices that work best with this targeted population. In addition, the school’s mission, vision, and instructional programs are designed to provide and ensure equal access for all students particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. At its core, ACES believes in high expectations for each of its students regardless of background.

ACES has designed its instructional program to support students from socioeconomically disadvantaged backgrounds in each of the following ways:
Early identification of struggling students using DIBELS/IDEL (Fall, Winter, Spring), informal observations, student work in order to provide additional support/interventions at after school tutoring, Saturday class, interventions in the classroom by the teacher or co-teacher.
Interventions include using curriculum interventions (Treasures/Tesoros, Singapore Math, Seeing Stars, and Lindamood Phoneme Sequencing® (LiPS®)).
More time to increase the learning opportunities and literacy experiences, including supplemented day.
Real life experiences embedded into curriculum to have learning be meaningful.
“College Bound” culture with parent meetings, college field trips, and developing college awareness among students.
Working with the families to create supportive learning environments at home and during the required monthly parent meetings.
Flexible meeting times with families, before and after school hours.
Providing opportunities within the school such as access to technology, physical education, visual and performing arts.
Tutoring and homework support.
Incorporating technology into lessons and student work to enhance learning.
Using co-teachers (instructional assistants) to target specific needs and provide additional support to teachers
Counseling services
Parent workshops on topics such as nutrition, computers, and parenting skills
Additional extra-curricular activities that include dance, music, engineering, tennis, arts & crafts and cooking

Students Achieving Below Grade Level
Students who are performing below grade level in each of the content areas as measured by informal and formal classroom assessments using DIBELS/IDEL (Fall, Winter, Spring) and Singapore Math assessments (Fall, Winter, Spring), will receive individual and flexible small group instruction to target their individual needs. During whole class instruction, the teacher will differentiate instruction based upon students’ needs, interests, readiness, and learning profile. In addition, other types of instructional support utilized to support students achieving below grade level include:

Instructional strategies to communicate clearly with students, ensure student understanding of newly introduces academic material, promote student attention and motivation in group instruction, increase student’s persistence with independent academic tasks, ensure students who need help with independent classwork get it promptly and promote student retention of material taught
Individual and small group intervention targeting specific standards
More time to increase the learning opportunities through peer and teacher support in the classroom
Scaffolding in classroom instruction with language and content support
Technology instructional supports such as iPads, laptops, document readers
Valuing strengths and building self-confidence
Monitoring students’ progress and providing feedback to parents during parent conferences in September, fall and spring Student Led Conferences, SSTs, and informal parent conferences
Recognizing growth and achievement (ACES awards and High Fives)
After-school tutoring and homework support (ASES)
Using Intervention Coordinator and instructional aides to target specific needs at specific grade levels

If after implementing the aforementioned instructional support and intervention strategies, no significant growth is shown, students achieving below grade level may be referred by the principal, teacher or the parent/guardian for a Student Success Team (SST) meeting. In these meetings, the classroom teachers, the parent/guardian, the Principal and any other relevant party (School Psychologist, Counselor) will convene to discuss the child’s strengths and areas of concern. In this meeting interventions and action steps will be decided upon in order to further assist this child in academic and/or behavioral growth. Follow-up meetings will be scheduled to reconvene and discuss the student’s growth and progress.

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If significant progress has not been made as measured by assessments and observations, the student may be referred for assessment to determine if the child is eligible for special education services under the Individuals with Disabilities Education Act (IDEA) if appropriate. The school will make efforts to ensure an exhaustive list of interventions is utilized to avoid over identification of students in Special Education.

English Language Learners
ACES will adhere to all applicable federal, state, and judicial mandates for English Learners.

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

On an annual basis (on or about October 1), ACES shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

ACES shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

ACES shall administer the CELDT annually. ACES shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Self-reflection on CST outcomes for 2007 moved ACES to adopt *Thinking Maps: A Language for Learning* to better differentiate instruction and focus on the academic vocabulary gaps of English Language Learners. New teachers will receive training to be able to use *Thinking Maps* by their second semester.
The goal of our English Language Development Program is the success of ACES English Learners (EL) in all academic areas and to be prepared to be successful in a college preparatory middle school environment. At ACES we use student’s primary language as an asset to build upon. The ACES philosophy is to build on a student’s strengths and understandings in his/her primary language in order to foster transfer and application of academic skills in English.

New EL students will be identified according to the home language survey and their scores on the California English Language Development Test (CELDT). Kinder and First grade students will be screened and assessed to determine their dominant language in order to be placed in English or Spanish reading according to our dual language model. Identified EL students will be monitored by teacher observations, the CELDT test, ELD portfolios and their academic progress via OARS (Online Assessment Reporting System) and includes initial assessments (DRA, DIBELS/IDEL, curricular chapter/unit assessments, report card scores, weekly quizzes/tests, weekly & monthly progress monitoring assessments).

The English Language Development Program will be a process through which the students achieve advanced fluency in all areas of language: listening, speaking, writing, and reading. Treasures (McGraw-Hill) ELD component will be used in all classrooms to ensure 30-45 minutes of daily rigorous ELD instruction. The students will be actively involved in questioning, collecting data, reflecting on the information, using the information, and assessing their work.

Any teacher who teaches English classes for EL students will hold either a BCLAD or a CLAD credential, or will demonstrate satisfactory progress toward obtaining such credentials. To help ensure access of EL students to all content areas, ACES will provide staff development to all teachers of EL students in instructional methodologies that support the special learning needs of second language students. The use of the Observation Protocol for Academic Literacies (OPAL) tool will be implemented beginning in the Spring of 2013. It is a research-based behavioral observation tool that measures teacher practices and classroom interactions from sociocultural and language acquisition perspectives. This observation protocol utilizes a six-point Likert-type scale (1-6, Low to High) to rate instruction for academic literacies, defined as a set of 21st century skills, abilities, and dispositions developed through the affirmation of and in response to students’ identities, experiences and backgrounds. (Center for Equity for English Learners, Loyola Marymount University, 2010, http://soe.lmu.edu/ceel) The Principal attended a three-day training in 2011-2012 and the follow up will be to send two teachers in 2012-2013 to serve as leaders and trainers for the remainder of the staff.

To help involve parents whose primary language is Spanish, ACES will implement many of the strategies employed by TAS, which have proved successful, including providing translation during parent meetings, providing translation services for all parent conferences, staffing the office with appropriate bilingual support, and sending home school information as well as robocalls in both English and Spanish.

Gifted and Talented Students
Using the guiding principles and values of The Accelerated Schools Model, faculty and staff at ACES treat all students as gifted; ACES does not implement a separate program for gifted
students. Accordingly, faculty and staff differentiate instruction based upon the individual needs of the students and will push all students to achieve at high levels. Teachers will differentiate in the forms of acceleration, depth, complexity, and creativity. They will make a distinction between the process, content, or product to meet the needs of all students.

Through out the entire ACES academic program, the faculty and staff emphasize a series of key thinking skills which research says students need to have to be ready for college. In each class, students are expected to make inferences, interpret results, analyze conflicting explanations of phenomena, support arguments with evidence, solve complex problems that have no obvious answer, reach conclusions, offer explanations, conduct research, engage in the give-and-take of ideas, and generally think deeply about what they are being taught. Equipped with these skills, all students can take advantage of the learning opportunities at ACES in preparation for the rigorous college preparatory curriculum offered at Wallis Annenberg High School.

SPECIAL EDUCATION PROGRAM

A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and the Accelerated ES Charter regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

SELPA Reorganization

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

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

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter 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:

1. The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
2. Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
3. 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 charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

Professional Development
ACES will be a professional learning community and will infuse the three organizing principles of the Accelerated Schools Model into our school-wide professional development plan:
Unity of Purpose: Professional development for all staff is directed towards meeting the school’s mission of preparing each student to meet rigorous state standards and for success at the university of his/her choice.
Empowerment Coupled with Responsibility: Staff select professional development programs and are responsible for showing the positive impact on meeting student needs in conjunction with the Principal and other staff.
Building on Strengths: The school is the center of expertise, and ongoing professional development is integral to the School’s continuous improvement of student outcomes, both academically and socially.

The selection of professional development will be based on school-wide priorities through a process of inquiry where quantitative and qualitative data are analyzed, including work samples, standardized test results, stakeholder surveys, self-evaluations, administrator observations by the CEO and COO or other central office academic personnel, and peer observations. Based on this data, plans are developed to address needs for individual teachers, grade levels, content area specialists, and for school-wide staff development initiatives. The principal will work with teacher leaders to plan and implement the professional development. (PD plan for 1st semester 2013-2014 school year below.)

August 2013

<p>| 5-9: Professional Development Institute Week |
| State Test Data Analysis, Systematic ELD (E.L. Achieve), Thinking Maps®, Dual Language Model implementation, OPAL, Emergency Plan |
| 12: |
| Non-negotiables (classrooms &amp; assessments), Formal Evaluation Process, Committees |
| 19: |
| ELD Portfolios, Set goals for the year by grade level |
| 26: |
| SPED presentation (SST &amp; 504 process, student IEP snap shots, accommodations) |
| Back to School Night expectations |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2013</td>
<td></td>
</tr>
<tr>
<td>9:</td>
<td>Bilingual pairs (Gómez &amp; Gómez)</td>
</tr>
<tr>
<td>16:</td>
<td>Bilingual Learning &amp; Research Centers (Gómez &amp; Gómez)</td>
</tr>
<tr>
<td>23:</td>
<td>Visit to high performing dual language elementary school</td>
</tr>
<tr>
<td>23:</td>
<td>CELDT</td>
</tr>
<tr>
<td>30:</td>
<td>Review parent conference format/objectives</td>
</tr>
<tr>
<td>30:</td>
<td>DIBELS/IDEL (create action plans, fluency folders)</td>
</tr>
<tr>
<td>October 2013</td>
<td></td>
</tr>
<tr>
<td>7:</td>
<td>OPAL (Observation Protocol for Academic Literacies)</td>
</tr>
<tr>
<td>14:</td>
<td>Student Progress Reports – Interventions &amp; student action plans</td>
</tr>
<tr>
<td>21:</td>
<td>Pupil Free day</td>
</tr>
<tr>
<td>21:</td>
<td>Systematic ELD (E.L. Achieve)</td>
</tr>
<tr>
<td>28:</td>
<td>Writing – analyzing student work (English &amp; Spanish)</td>
</tr>
<tr>
<td>November 2013</td>
<td></td>
</tr>
<tr>
<td>4:</td>
<td>Student-led conferences expectations/planning</td>
</tr>
<tr>
<td>18:</td>
<td>Thinking Maps -</td>
</tr>
<tr>
<td>December 2013</td>
<td></td>
</tr>
<tr>
<td>2:</td>
<td>Math - Fluency</td>
</tr>
<tr>
<td>9:</td>
<td>Writing – analyzing student work (English &amp; Spanish)</td>
</tr>
<tr>
<td>16:</td>
<td>Reflection on last 5 mos/Planning for Jan-April 2014</td>
</tr>
</tbody>
</table>
ELEMENT 2: Measurable Student Outcomes

This section satisfies Education Code §47605(b)(5)(B) which requires:
Measurable pupil outcomes identified for use by the charter school. Pupil outcomes, for the 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.

Standards, Assessment

ACES participates in all state sponsored testing programs. While maintaining the expectation that each ACES student will show continuous improvement as measured by instruments adopted by the State of California, ACES commits to the following goals for all content areas tested through the California Standardized Testing Program:

ACES will rank at or above the average for similar schools in the Los Angeles Unified School District (LAUSD) on the Academic Performance Index (API).

ACES will achieve an API target of 800 by spring 2013.

Primary Growth Measures

ACADEMIC PERFORMANCE INDEX (API)

ACES is not in program improvement and since the 2007 reporting period, our API has increased one hundred and forty three points from 619 to 760.

Schoolwide API

<table>
<thead>
<tr>
<th>Target Growth: +5</th>
<th>API By Year</th>
<th>API Growth</th>
<th>Statewide Rank</th>
<th>Met API Schoolwide Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>749</td>
<td>26</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>2011</td>
<td>784</td>
<td>35</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>2012</td>
<td>760</td>
<td>-22</td>
<td>Not available</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010 Base API</th>
<th>2011 Growth API</th>
<th>10-11 Change</th>
<th>2011 Base API</th>
<th>2012 Growth API</th>
<th>11-12 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCELERATED ELEM</td>
<td>749</td>
<td>784</td>
<td>35</td>
<td>782</td>
<td>760</td>
<td>-22</td>
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<tr>
<td>CDE Similar Schools Median</td>
<td>659</td>
<td>650</td>
<td>-9</td>
<td>650</td>
<td>690</td>
<td>40</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>720</td>
<td>747</td>
<td>27</td>
<td>747</td>
<td>739</td>
<td>-8</td>
</tr>
<tr>
<td>Comparison Schools Median</td>
<td>731</td>
<td>757</td>
<td>26</td>
<td>757</td>
<td>757</td>
<td>-1</td>
</tr>
</tbody>
</table>

ACES API growth from 2009-2011 was 4 times the median growth of the comparison schools and 3 times the median growth of resident schools and the API growth for all subgroups was
1.25 times the median growth of the comparison schools. Even with a drop in our API, we still surpass the resident and comparison schools in API scores.

AYP and AGT
Currently ACES is not in program improvement and has made growth in the amount of proficient and advanced students for both ELA and Math. In 2012 52% of the students at ACES were Advanced/Proficient in Math. The three-year AGT average (2008-2011) indicates that grades 3 and 5 demonstrated predicted average for AGT (Grade 3 was 2.2, Grade 5 was 2.5), grade 3 demonstrated above average performance with a score of 3.9. (AGT not available for 2012)

In 2012 43% of students were Advanced or Proficient in ELA, a 3% decrease from 46% in 2011. The number of students scoring Advanced in ELA was 17%, which was above similar schools (10%), resident schools (13%), and comparison schools (16%). Grades 4 and 5 demonstrated above average AGT growth (Grade 4 – 4.4, Grade 5 4.5), grade 3 demonstrated below average growth (1.6).

The percentage points of 57% students scoring “Below Basic” and “Far Below Basic” on the CST’s for ELA is equal to the comparison schools and less than the resident (61%) and similar schools (68%).

In 2012, 52% of students were Advanced or Proficient in Math, a 6% decrease from 58% in 2011. The number of students scoring Proficient in Math was 33%, which was above similar schools (22%), resident schools (27%), and comparison schools (24%).

<table>
<thead>
<tr>
<th>Annual Yearly Progress</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Advanced and Proficient</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2012 – ELA</td>
<td>65</td>
<td>18</td>
<td>30</td>
<td>59</td>
</tr>
<tr>
<td>2011 – ELA</td>
<td>40</td>
<td>11</td>
<td>50</td>
<td>72</td>
</tr>
<tr>
<td>2010 – ELA</td>
<td>15</td>
<td>21</td>
<td>64</td>
<td>50</td>
</tr>
<tr>
<td>2012 – Math</td>
<td>74</td>
<td>35</td>
<td>61</td>
<td>40</td>
</tr>
<tr>
<td>2011 – Math</td>
<td>50</td>
<td>32</td>
<td>63</td>
<td>80</td>
</tr>
<tr>
<td>2010 – Math</td>
<td>25</td>
<td>47</td>
<td>77</td>
<td>59</td>
</tr>
</tbody>
</table>

CST Expectations
ACES currently is 44.6% proficient/advanced in ELA and 55.4% proficient/advanced in math school-wide. Our goal is to be 55% proficient/advanced in ELA and 75% proficient/advanced in Math by the 2014 CST test administration; the goal is to grow a minimum of 10% proficiency in ELA and 8% Math each year schoolwide, effectively meeting AYP goals for each year. An achievement gap is not present in our Latino/Hispanic and Socioeconomic subgroups to our overall ELA/Math achievement (<3%), but an achievement gap is present in our English Language Learners for ELA (>10%) and math (>5%). Our goal is to close this achievement gap by focusing on EL CST performance and tracking EL performance through or data management system. We currently have instituted an EL Master Plan and provide specific classes tailored to
EL students. Our goal is also to transition over into Smarter Balanced Assessments/Common Core State Standards within the next two years.

Expected ELA CST Targets for Renewal Term 2013-2018:
- Schoolwide ELA will increase a minimum of 10% every year for the 2013-2018 school years, by 2018 our target will be 100% proficiency.
- Hispanic or Latino will increase a minimum of 10% every year for the 2013-2018 school years, by 2018 our target will be 100% proficiency.
- Socioeconomically Disadvantaged will increase a minimum of 10% every year for the 2013-2018 school years, by 2018 our target will be 100% proficiency.
- English Learners (AMAO 3) will increase a minimum of 10% every year for the 2013-2018 school years, by 2018 our target will be 94% proficiency.

Expected Math CST Targets for Renewal Term 2013-2018:
- Schoolwide Math will increase a minimum of 8% every year for the 2013-2018 school years, by 2018 our target will be 100% proficiency.
- Hispanic or Latino will increase a minimum of 8% every year for the 2013-2018 school years, by 2018 our target will be 100% proficiency.
- Socioeconomically Disadvantaged will increase a minimum of 8% every year for the 2013-2018 school years, by 2018 our target will be 100% proficiency.
- English Learners will increase a minimum of 9% every year for the 2013-2018 school years, by 2018 our target will be 100% proficiency.

English Language Learners
The Accelerated Charter Elementary School is working diligently to redesignate English Language Learners out of the English Language Development Program. In 2009 there were 48 students who were designated EL Learners, in 2010 the EL population grew and has become numerically significant. The API of EL learners grew from 710 in 2010 to 741 in 2011, a growth of 31 API points however in 2012 there was a decrease of 22 API points. Given the demographic that surrounds ACES, it is expected that at we will always have a high population of English Learners. In serving these students, expected outcomes include:
- CELDT scores for English Language Learners will increase at a level equal to or better than the LAUSD average for similar schools.
- ELL subgroup Academic Performance growth targets will increase at a level equal to or better than the LAUSD average for similar schools.
- The increase in percentage points of students scoring “Early Advanced” & “Advanced” on the CELDT is 1.25 times the medium increase for comparison schools for 2011.
- The decrease in percentage points of students scoring “Below Basic” and “Far Below Basic” on the CST’s for Math and ELA is 1.25 times the median decrease for the comparison schools for 2011.
- The increase in percentage points of students scoring “Advanced” and “Proficient” on the CST’s for Math and ELA was 1.25 times the median increase for the comparison schools in 2011.

ACES has identified areas for growth and improvement through the ELSSA (English Learner Subgroup Self Assessment) in collaboration with The Accelerated School Consortium members (The Accelerated School K-8 and Wallis Annenberg High School 9-12) and with the support of
LACOE’s (Los Angeles County Office of Education) Title III Lead in the Region 11 multi-assessment as well as our English Learner Master Plan, 2012.

Other Measures
The following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

ACES API score at the time of renewal is greater than the median API score for the comparison schools.
The percentage of charter school students scoring Advanced and Proficient in ELA and MATH on the CST is greater than the median percentage for comparison schools.
The percentage of charter school students scoring Below Basic and Far Below Basic in ELA and MATH is below the median percentage for comparison schools.
The school has consistently met its AYP goals until 2011 and is not in Program Improvement. In 2012 ACES met 4/5 AYP criteria.

<table>
<thead>
<tr>
<th>2012 AYP</th>
<th># Criteria</th>
<th># Met</th>
<th>% Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCELERATED ELEM</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>CDE Similar Schools Median</td>
<td>17</td>
<td>14</td>
<td>80%</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>17</td>
<td>10</td>
<td>59%</td>
</tr>
<tr>
<td>Comparison Schools Median</td>
<td>17</td>
<td>11</td>
<td>62%</td>
</tr>
</tbody>
</table>

Student Character Development
Based on the current Expected School-wide Learning Results, upon graduation, ACES students will be:

Educationally prepared leaders
Confident and resilient achievers
Compassionate citizens with a global perspective

Monthly assemblies will celebrate citizen of the month ACES (Arts, Character, Effort, Scholar) awards, perfect attendance, achievements in reading/academics and winners of essay contests or projects focused on global issues. A student character development bulletin board near the front office will display past and present achievements and awards. The principal will report the number of monthly referrals to the staff with the goal of maintaining the low number of office referrals and focusing on student achievement and the celebration of exceptional character through our classrooms and assemblies.

Physical Fitness Exam
ACES 5th grade students will build on the success of the K-5 physical fitness program:
ACES students will meet or exceed the average passing rate on fitness standards for LAUSD elementary schools.
ELEMENT 3: Method For Measuring Pupil Testing

This section satisfies Education Code §47605(b)(5)(C) which requires:
“"The method by which pupil progress in meeting those pupil outcomes is to be measured."

Testing

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

Overview

Measurement of desired student outcomes is critical for continuous improvement at all programmatic levels, including school-wide evaluation, various subject areas, specific classes and programs, subgroups of students (disaggregated by gender, race, income levels, and English proficiency), individual teachers, and individual students. The ACES instructional team is committed to growing a school culture that embraces the information attained through valid assessment processes.

To ensure that valid collection is completed and pupil assessments conducted, ACES will identify an on site testing coordinator to manage our testing program. The testing coordinator will work with grade level chairs to ensure that students meet statewide performance standards and develop plans to improve pupil learning. While there are many ongoing assessments designed to measure student outcomes, this section will focus on the measurable outcomes detailed in Element 2.

Outcome Measurements

ACES will administer both State adopted and locally developed/adopted measurements as listed in the tables below:

Schedule of State Testing to Measure Student Outcomes

<table>
<thead>
<tr>
<th>State Adopted Test</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAR/CST Program/Smarter Balanced Assessments</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>California Writing Standards Test</td>
<td>■</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California English Language Development Test (As applicable)</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Physical Fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■</td>
</tr>
</tbody>
</table>
The rationale for our dual language program using a state adopted ELA/SLA program (Treasures/Tesoros) and Math program (Singapore) include:

- In addition to cognitive benefits, there are added benefits of family cohesion, student self-esteem and identity development that can result from bilingual instruction.
- Ethnic and linguistic diversity in bilingual education programs can promote positive inter-group relations when both languages and both groups of students are valued equally in the classroom.
- The multilingual and multicultural environment of bilingual and dual immersion programs can reduce prejudice and promote cross-cultural awareness and friendships.

Researchers Describing the Benefits of Dual Language Programming
(Massachusetts Association for Bilingual Education 2012)

Assessment of Measurable Student Outcomes
The student outcome goals described in Element 2 are listed below with the corresponding measurement process to be utilized by ACES.

<table>
<thead>
<tr>
<th>Student Outcome Goal</th>
<th>Measurement Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing necessary coursework for matriculation into next grade (ELA and Math focus grades 2-6, Science grade 5)</td>
<td>- ELA: Treasures Weekly Progress Monitoring Assessment; Monthly Unit Assessments</td>
</tr>
<tr>
<td></td>
<td>- Math: Singapore Chapter (weekly) &amp; Cumulative Tests (monthly)</td>
</tr>
<tr>
<td></td>
<td>- ELA/Math Weekly INSPECT assessments (user created)</td>
</tr>
<tr>
<td></td>
<td>- ELA/Math Weekly homework assignments</td>
</tr>
<tr>
<td></td>
<td>- ELA/Math Monthly projects/essays</td>
</tr>
<tr>
<td>A minimum of 20% of students scoring at “far below basic” in the prior academic year will</td>
<td>- Tracking focus Analysis of “matched student scores” on</td>
</tr>
<tr>
<td>A minimum of 20% of students scoring at “below basic” in the prior academic year will accelerate to “basic” or better each year for ELA and Math.</td>
<td>A minimum of 20% of students scoring at “basic” in the prior academic year will accelerate to “proficient” or better each year for ELA and Math (grades 2-6).</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| | - Tracking focus Analysis of “matched student scores” on the California Content Standards test
- ELA: Treasures Weekly Progress Monitoring Assessment; Monthly Unit Assessments
- Math: Singapore Chapter (weekly) & Cumulative Tests (monthly)
- ELA/Math Weekly INSPECT assessments (user created)
- ELA & Math Blueprint Form A: Oct-Dec
- ELA and Math Blueprint Form B: March | - Tracking focus Analysis of “matched student scores” on the California Content Standards test
- ELA: Treasures Weekly Progress Monitoring Assessment; Monthly Unit Assessments
- Math: Singapore Chapter (weekly) & Cumulative Tests (monthly)
- ELA/Math Weekly INSPECT assessments (user created) |
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**Grading Policy:**

Student’s graded work will be recorded in grade books and the schools data management system. At the end of each nine weeks, scores will be averaged and converted to percentage scores to determine the student’s grade. Report cards will be distributed at the end of January and June. Raw scores and grade averages resulting with .5 will be rounded up to the next whole number. The grading scale follows a numerical system based on students achieving 80% or above (3), needs improvement 60% (2) or at risk 0-50% (1). A minimum of 8 grades will be recorded in grade book for each 9-week period. Mid-nine weeks grades are to reflect a minimum of 3 grades. Nine weeks grades are to reflect tests and/or quizzes. Graded class assignments, projects, homework/participation and other activities assigned by the teacher may be included. In classes where homework is assigned, homework is to be part of the 9 weeks grade, however, it is to count for no more than 20% of the overall grade. Teachers will meet the following suggested percentages: 60% Tests and quizzes, 20% homework, and 20% projects/writing. The following data/assessments/observations are used at ACES to determine report card scores:

- Language arts: language arts portfolios, GUM (grammar, usage, mechanics), unit assessment scores including reading comprehension, vocabulary, and fluency tests (DRA level, DIBELS, IDEL)
- Math: quizzes and end of chapter tests
- Published writing with rubrics/checklists
- Participation, social cooperation
- DRA, DIBELS, IDEL assessments
Assessment Data is used to guide instruction
In order to assure continuous academic growth in the area of English Language Arts and Mathematics, ACES has implemented a comprehensive student monitoring process using OARS (Online Assessment Reporting System) for the 2012-13 school year. Through this monitoring system the teachers and administrator are able to measure students’ progress towards achieving proficiency in meeting state standards.

OARS Implementation Goals:
- To create a systematic way to monitor student growth
- To use assessment results as a means to predict student outcomes on the CST in ELA and math for grades 2-6
- To monitor the academic progress of students in grades K & 1 and 2-6
- To identify and articulate student & teacher needs
- To use assessment results to plan meaningful instruction

Evidence:
Weekly, monthly, unit, and diagnostic assessment results in OARS
ELA & Math Blueprint Form A – Given during 1st semester
ELA & Math Blueprint Form B – Given during 2nd semester

<table>
<thead>
<tr>
<th>OARS Log-ins</th>
<th>District Level Assessments</th>
<th>Curriculum level Assessments</th>
<th>INSPECT/User-created</th>
<th>Analysis of Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 2-6 teachers: Minimum 3x week</td>
<td>ELA &amp; Math Blueprint Form A: Oct-Dec 2012&lt;br&gt;ELA Blueprint Form B: Mar. 5-7, 2013&lt;br&gt;Math Blueprint Form B: Mar. 12-14, 2013</td>
<td>Treasures Weekly Progress Monitoring Assessment; Unit Assessments&lt;br&gt;Singapore Chapter &amp; Cumulative Tests</td>
<td>Math – 1x week&lt;br&gt;ELA – 1x week (Writing Strategies)</td>
<td>Weekly: Focus students (30 min. Meeting Model by Schmoker)&lt;br&gt;Monthly: All students by groupings (FBB, BB, etc.) (Reflection/action form)</td>
</tr>
<tr>
<td>Gr. K-1 teachers: Minimum 3x week</td>
<td>Reading: DIBELS-Fall/Mid-year/End-year</td>
<td>Treasures/Tesoros Unit Assessments K: 3 weeks 1st: 6 weeks</td>
<td>Letter &amp; sound recognition: 2x month</td>
<td>Bi-monthly: Focus students (30 min. Meeting Model by Schmoker)</td>
</tr>
</tbody>
</table>
Teachers will analyze data collected in OARS weekly and monthly utilizing the meeting model by Schmoker. It is expected that each meeting teachers will analyze their weekly formative assessments that have been scanned into the data management system, these assessments inform the teacher of the progress of students in the curriculum. Teachers will modify lessons and reteach as necessary as indicated in their grade level meeting model. The principal will also analyze data weekly and meet with staff monthly to analyze and provide feedback on the weekly data analysis meetings. Through analysis and dialogue of data results, teams will better understand the diverse needs and challenges our students face. With consultation with the principal, professional development will be customized to meet the diverse needs of the staff such as curriculum training or effective interventions. Professional development activities will also center around how to utilize universal access time more effectively to meet the needs of selected focus groups based on areas of need indicated through assessment results. Listed below are some additional examples of how data/assessments are used to guide instruction at ACES:

- Mini-lessons (review/re-teach) specific skills/strategies
- Refer students for pull-out intervention
- Peer support (bilingual pairs)
- SST (Student Success Team)/IEP/ELD (English Language Development)/SLD (Spanish Language Development) data
- Providing additional support/intervention in class
- Conferences and informal meetings with parent(s) to ask for parent support
- Results show if students need extended review lessons
- Homework assigned for practice and review

Each teacher maintains a comprehensive gradebook/portfolio for each student. Portfolios include teacher-selected and student-selected work. With both informal and formal assessments, teachers at ACES work to make instructional decisions based on student needs. Twice a year, Student-Led Conferences are held to highlight student work and set goals in a collaborative setting with the student, teachers, and family members. This is an opportunity to review student work, ask questions, highlight areas of strength, and areas for improvement.
Additionally, the faculty at ACES views staff development days as an opportunity to discuss student progress and collectively make instructional decisions. Assessment data gathered provokes self-reflection and modifications to the professional development plan.

Teacher Evaluation Plan
Student Assessment data as well as date collected from teacher evaluations will be used to inform instruction and to inform professional development. The ACES Teacher Evaluation Plan is based on one of the values of Accelerated Schools, school as a center of expertise.

School as center of expertise: The members of the school community recognize that they possess the vision and the talent they need to make their dreams a reality. The school is a professional community with the expertise to create the best programs for its children, staff, and parents.

ACES Teachers will complete an IPC (Initial Planning Conference) self-reflection form that focuses on goals for the academic year and makes reference to the ACES Philosophy and Mission, and the California Standards for the Teaching Profession (CSTPs). Teachers will meet and share their reflection with the Principal to mutually set goals for the year.

Testing
If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, the charter school hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.

The following documents can be found in the appendix:
Appendix A: School History
Appendix I: Test Scores and School Comparisons
Appendix J: Due Diligence Questionnaires
Appendix F: Safety Plan
Appendix N: Lottery and Enrollment forms
ELEMENT 4: Governance
This section satisfies Education Code §47605 (b) (5) (D) which requires a description of: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

Evidence of Non-Profit Incorporation
ACES is a fiscally independent charter school authorized by the Los Angeles Unified School District (LAUSD) and the CA State Board of Education. ACES is organized and run by The Accelerated School. The Accelerated School is organized as a 501(c)(3) corporation. ACES and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. The Articles of Incorporation are in Appendix D.

Evidence of Organizational and Technical Design
The governance structure is organized to serve the educational vision of the Charter School by ensuring that decision-making is responsive to school needs and that staff are held accountable for student outcomes. Additionally, the governance structure is designed to:

1. Assure that every member of the staff shares decision-making responsibility;
2. Include parents in the process of decision-making;
3. Avoid domination by any select individual or group;
4. Develop increased organizational capacity and assure the viability of local school control and accountability.

To accomplish this, ACES implements a governance structure that has been successfully implemented at TAS since 1994. ACES will have two major decision-making bodies, The Accelerated School Board of Trustees and, what is commonly referred to as “the School as a Whole” (SAW). ACES recognizes that reporting structures are critical, but that it is more important that the organizational culture demonstrates that student success is the primary focus.

The Board of Trustees will provide external accountability, oversight and guidance to ensure the school's ongoing success. It will meet a minimum of six times a year (every other month) to review ACES's achievements and provide support in achieving short-term and long-term goals set by the board.

The Chief Executive Officer and Principal shall be responsible for day-to-day management of ACES.

The Accelerated Schools Board of Trustees
The Board of Trustees makes all policy and business decisions regarding the Charter School's legal and fiscal viability. The Accelerated School Board of Trustees will serve as the Board of ACES. The Accelerated School Board of Trustees is fully committed to the establishment and sustenance of the ACES and has the necessary charter school experience as well as the necessary business, educational, facilities, philanthropic and managerial expertise to do so. A list of the members of The Accelerated School Board of Trustees can be found in Appendix O.

The Board is comprised of a minimum of 5 members and no more than 21, who are nominated and an additionally will also include an elected parent representative from each charter, with a minimum total of 10 members. Also, an ex-officio non-voting
representative nominated by the Los Angeles Unified School District can sit on the board. The Board of Trustees is authorized to create and modify its bylaws to help detail the Board's rules and procedures, including increasing its membership and setting terms of Board Members. Current bylaws of The Accelerated Schools’ Board of Trustees can be found in Appendix C.

The Board of Trustees meets six times a year, usually on an every other month basis, and as needed. Dates and times will be published in the Charter School’s weekly parent reminders, which are published and distributed weekly by the main office personnel. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school, and main office. The Board will allocate the first portion of each meeting for public speakers (staff, parents, students, community members, etc.) to address the Board. People are invited to address the Board with relevant school issues. Public speakers may sign up to speak at the beginning of every board meeting. Every speaker will have two minutes to address the board on every matter, regardless of whether their item is on the agenda. The Board of Trustees proceedings are held in accordance with the Brown Act.

One of the key roles of the Board of Trustees is to oversee and evaluate the Chief Executive Officer who is responsible for managing the day-to-day affairs of the organization. To effectively support and guide the CEO, the President of the Board will meet monthly with the CEO for review of the work plan and priorities in carrying out the objectives of the organization. Additionally, the evaluation process of the CEO will include survey results from school staff and parents to help ensure that the needs of the School are being met. This process of evaluation of the CEO has been in place at TAS and has helped to create a safe environment in which difficult issues can be discussed openly to the benefit of the organization’s continuous growth and improvement.

**Board Duties**
The Board of Trustees is fully responsible for the operation and fiscal affairs of the Charter School. It will maintain active and effective control of the charter school, through the exercise of the following duties, including but not limited to:
- Hire and evaluate the Chief Executive Officer of schools
- Approve all contractual agreements and purchases over $10,000
- Approve and monitor the implementation of general policies of ACES
- Develop and monitor an operational business plan that focuses on student achievement
- Approve and monitor ACES’s annual budget.

**The School as a Whole (SAW)**
The SAW, a component of the Accelerated Schools Model, is comprised a multiple advisory entities. Several different groups within the school provide leadership, direction, guidance and support. There is School Based Council (SBC), English Learners Advisory Council (ELAC), Teacher Leadership and Administrative input. These varied groups are a large advisory body of people that includes faculty, staff and parent, student, and community representatives. Each component makes school wide policy decisions in
established areas of jurisdiction (i.e. character development programs, uniform / dress code policies, parent programs, fundraising guidelines, etc.). This is established by through the Accelerated Schools Process or by the Board of Trustees.

School Based Council
In accordance with State regulations for receiving supplemental funding, ACES maintains a School Based Council (SBC). The School Based Council will advise the Principal and staff on the planning, implementation, and evaluation of the school improvement plan, and to allocate SIP funds from the state to support the goals of the school plan. The SBC reviews the progress of the school in achieving the goals of the plan.

The School Based Council will be comprised of one teacher from each grade level, one parent/guardian from each grade level, and the school Principal. Additionally, a student representative will attend. The School Based Council will report to the Board of Trustees and the Chief Executive Officer. The School Based Council will meet monthly. Parents serve on the School Based Council on a volunteer basis. If more than one parent volunteers per grade level, the parents will vote for a representative.

English Learners Advisory Committee
The purpose of the ELAC is to advise the principal and school staff on programs and services for English learners and the SBC on the development of the Single School Plan for Student Achievement. The ELAC also assists the school on other tasks; such the development of the Single School Plan for Student Achievement (BSC/SPSA), the school’s needs assessment, the school’s annual language census (R-30 LC Report) and coordinates the efforts to make parents aware of the importance of regular school attendance.

Teacher Leadership
The purpose of the leadership team is to provide all teachers an avenue to administration where they can voice their comments, concerns and conversations on a regular basis. Teachers and administrators participate in leadership team meetings. This allows for collaboration between administration and the teaching staff on a regular basis. It also provides the opportunity for the dissemination of information more efficiently than traditional methods. This structure helps administration to cultivate future leaders within the teaching ranks.

Site Administration
The resumes of the Chief Executive Officer, Mr. Johnathan Williams and the Principal, Ms. Susan Raudry, can be found in Appendix J.

Chief Executive Officer - The CEO is responsible for the school environment and student performance at ACES, TAS, and ACES.
The CEO is also responsible for the implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the schools. The Chief Executive Officer approves purchases and contractual agreements under $10,000. The duties include: principal support and supervision, support and supervision of Central Services staff, fundraising, facilities development, serving as a spokesperson for the Accelerated Charter Schools and charter schools in general, weekly school visitations and observations; monthly presentations to the staff, parents, and students of ACES; and managing the hiring process of the ACES Principal.

**Principal of the Elementary School** - The ACES Principal is responsible for establishing a positive school culture and high levels of student achievement. The principal’s duties will include facilitating curriculum development; teacher selection, supervision and evaluation; facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home; monitoring and supporting professional development for all ACES staff; the implementation of student support programs; weekly visits of each class; managing school discipline; and supervising other support staff as assigned. Additionally, the principal manages the ACES teacher selection and curriculum development process.

**Process for Selecting Board Members**
The Board of Trustees will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved.

One (1) trustee and one (1) alternate shall be nominated by ACES parents (i.e., grades K-6), voting at a meeting of such parents that has been duly held and noticed (generally, in September of each year), and each shall be a parent of one or more children who are actively enrolled at ACES during such parent’s entire term as a trustee (or alternate).

One trustee may be nominated by the Los Angeles Unified School District (“LAUSD”), at its option, to serve as a trustee of the Board. The remaining trustees shall be nominated by a nominating committee appointed by the Chair of the Board, with approval of the Board.

**Board Meeting Frequency**
The Board of Trustees will meet a minimum of six times a year. With meetings, generally beginning in August, right after school starts, and the last in June, right after school ends. Subcommittees will meet regularly and report to the entire Board at each Board meeting. All Board meetings will be conducted in accordance with the Brown Act.
Annually the Board shall meet for the purpose of organization, election of trustees, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held in October, or as soon thereafter as practicable as determined by the Board, at a time, date and place as may be specified and noticed by resolution of the Board.

**Public Notification of Meetings**
According to the Ralph M. Brown Act, regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Trustees, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school and main office.

In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours’ notice is given to each Director and to the public through the posting of an agenda.

The Secretary is responsible for taking minutes at every meeting. Minutes for regular and special meetings will record all actions taken by the Board of Trustees. Minutes of the previous meeting will be included in the following month’s agenda and all recorded minutes will be archived and available to the public upon request.
Term of Charter, Revocation, and Amendment
The term of this charter shall be for the period of five years, beginning July 1, 2013 and expiring on June 30, 2018.
The District may revoke the charter if ACES commits a breach of any terms of its charter. The District may revoke the Charter if ACES commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the ACES if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Charter Renewal
ACES must submit its renewal petition to the district’s charter school division no earlier than September of the year before the charter is due to expire and no later than January 31st of the year the charter is scheduled to expire.

Relationship to LAUSD
The Board of Education of the Los Angeles Unified School District and authorized LAUSD staff has the right to inspect ACES as necessary to fulfill its oversight responsibilities. ACES will comply with all processes and timelines set forth by the District for charter renewal. This charter petition may be amended only by agreement in writing executed by the Co-Directors of The Accelerated School, and by the authorized agents of the Los Angeles Unified School District. Material revisions and amendments will be made pursuant to the standards set forth in Education Code 47605.

Brown Act Assurances
ACES will comply with the Brown Act and Government Code 1090.

Legal Assurances
ACES and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Any amendments to the charter school’s bylaws that affect or impact the charter or school operations must be approved through the District’s petition amendment process.

Members of the The Accelerated Schools Board of Trustees, any administrators, managers or employees, and any other committees of the school shall comply with Federal and State laws,
non-profit integrity standards and the LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

**LAUSD Charter Policy**

ACES will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries**

ACES and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. ACES and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

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

**Notifications**

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by ACES.

Members of the ACES’ executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

**Grievance Procedure for Parents and Students**

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

ACES will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.
ACES will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**Parental Involvement**

Parental involvement is critical to the success of ACES students. Modeled after the successful parent program at TAS, the goal of parent involvement at ACES is to create the strongest possible partnership between home and school with the ultimate goal of increasing student achievement. Parent school involvement is critical for student success. Opportunities for parental involvement, include:

1. **Governance**: Parent participation in SAW, ELAC, SBC and other governance meetings. Parents will also be encouraged to run for election to serve on the Board of Trustees.
2. **Special Events**: Coordinating special events and activities
3. **Assisting**: Assisting teachers in the classroom
4. **Personal Improvement**: Throughout the school year the school offers educational opportunities solely for the continuing education of the parents. Such opportunities may include classes on parenting, health and exercise, open communication, domestic violence and ESL or SSL (Spanish as a Second Language). Participating in these activities, which support student learning and set a good example for the students can count towards the parent fulfilling the time commitment requirement of the parent agreement.
ELEMENT 5: Employee Qualifications
This section satisfies Education Code §47605(b)(5)(E), which requires a description of:
The qualifications to be met by individuals employed by the school, including the credentials held by the teachers of the school.

Description of a ACES Teacher
The employees of ACES will be a group of professionals committed to the education of all children. The guiding principles of the Accelerated Schools Model demand that we involve students in rich, meaningful learning experiences which will encourage them to become life-long learners. In order to fully implement this program, all staff members must be equally committed and actively involved in the planning, performance, implementation, and evaluation of the instructional program and school operations. See faculty biographies in Appendix G.

Non-Discrimination Statement
ACES shall select its own staff. ACES staff shall consist of persons who are committed to ACES's philosophy. ACES believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Teacher Qualifications
Each core subject teacher and teacher of college-preparatory classes will have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment. Teachers of non-core classes or non college-preparatory classes will have qualifications consistent with the requirements of state legislation. Requirements related to the No Child Left Behind Act are detailed under the heading of Title I at the end of this document. Those teaching in the Early College program will have advanced degrees such as MA’s or PHD’s in their appropriate area of expertise. The Accelerated Schools operations will conduct the annual LAUSD survey to monitor employee’s credentials. The Director of Human Resources is responsible for monitoring teacher credentials.

The charter school will conform to the legal requirement that all charter school teachers hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers will be “highly qualified” according to the NCLB.

Qualifications of Administrator(s)
Minimum qualifications may include: at least 2 years of prior experience in elementary as a Principal, Assistant Principal, Head of School, Lead Teacher, or equivalent; at least 2 years experience as a teacher; at least 2 years of experience working in Title I schools; demonstrated leadership in providing professional development to high school staff; and proof of working
collaboratively with parents and staff. Administrators are not required to have neither a teaching nor administrator credential.

Qualifications of Instructional Assistants
Instructional Assistants provide in classroom support to teachers. All instructional assistants will meet any requirements as made necessary by state or federal legislation. Requirements related to the No Child Left Behind Act are detailed under the heading of ACES operational plans of this document. All Instructional Assistants are reflected in the budget.

Day-to-Day Substitute Teachers
ACES will establish and maintain a list of qualified substitutes who will be contacted as needed and pull from the “teachers on reserve” when necessary. All substitute teachers of core and college-preparatory classes will at a minimum have passed all CBEST sections.

Teacher Selection Process
The selection process will include the following steps:

- research and establish job qualifications
- announce opening(s)
- recruit applicant(s)
- request resume, references, and credentials
- interview candidate(s)
- candidates present demo lesson to a class
- select top candidate
- verify previous employment

Medical clearance - proof of TB testing
Fingerprinting - applicant will submit prints which will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law
Check for employment eligibility and require child-abuse sign-off
ACES will keep a record of the teacher’s current credentials on file

ACES will keep a record of the teacher’s current credentials on file and are available upon request in the Human Resources office.
The principal is responsible for evaluating teacher performance using the process established in ACES’s Collective Bargaining Agreement with UTLA (Appendix P).

When a teacher is hired we input them into LACOE HRS (Human Resource System). HRS has a function where we can add their credential information such as what type of credential they hold and when it expires. LACOE (Los Angeles County Office of Education) monitors the credential and sends us reports 2–4 months in advance of when a teacher’s credential is going to expire. Once we receive those reports, we send the teacher a cure letter informing them that their credential expiration is nearing.

When a teacher and staff member is hired, we schedule a fingerprinting appointment with LAUSD and LAUSD notifies us whether or not they have cleared their background check. If they clear their background check, we receive a clearance letter from LAUSD with the date they have cleared.
ELEMENT 6: Health and Safety
This section meets the requirements of Education Code §47605(5) (F), which requires a description of: 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 Education Code § 44237. The procedures shall also address safe housing and employee clearance for tuberculosis.

The entire school community of ACES will work together to provide a safe school environment for its students. ACES will adhere to all required health and safety regulations, including those relating to emergency procedures.

**Immunizations and Health Services**
ACES enforces LAUSD policies as related to student immunization requirements and records. The Charter School will require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. ACES staff members will be trained in basic first aid. Office staff, under the supervision of the ACES Principal, will make medical referrals as necessary. ACES students have access to the health services provided at the on-site Health Clinic. Additionally, ACES will provide screening of pupils’ vision and hearing.

**Tuberculosis Screening**
ACES will require the examination of faculty and staff for tuberculosis as described in Education Code section 49406. A prospective employee will not begin a work assignment until he/she has obtained medical clearance for tuberculosis.

**Pupil Vision and Hearing**
ACES will provide vision and hearing screening to students to the same extent as would be required to do if its students attended a non-charter public school. ACES will adhere to Education Code Section 49450, et seq., as applicable to the grade level served by the school.

**Criminal Record Check**
A prospective employee will not begin a work assignment until he/she is cleared through a fingerprinting screening process that is consistent with applicable state law and Education Code § 44237.

**Safe Auxiliary Services**
ACES will require providers of auxiliary services to present proof of health and safety compliance before entering into a contract with such providers. Evidence must be provided to the office of the CEO.

**Reporting Child Abuse and Alleged Improprieties**
Procedures for reporting child abuse, acts of violence, and other improprieties will be adhered to as mandated by federal, state, and local agencies. During the hiring process, all employees are made aware of these requirements.

Pursuant to Penal Code section 11164 and 11166 all ACES employees will be responsible for reporting suspected cases of child abuse to the appropriate authorities.
The reporter needs to only “reasonably suspect that abuse or neglect has occurred. The principal will provide professional development to make sure the entire staff understands the procedures for reporting child abuse. All staff will understand that they are mandated reporters and that failure to report is a misdemeanor punishable by law.

ACES staff will immediately notify the Department of Children Services and/or the LAPD if there is suspicion of abuse. Further, the reporter will submit a written report of the incident to those same agencies. The reporting person will be responsible to provide all necessary information and reports to the proper investigating authorities.

If a child needs to be removed from the school based on the recommendation of the DCS or law enforcement, ACES will obtain the contact information of the agency person removing the student. This information will be available to the parent/guardian.

Sexual Harassment
Sexual Harassment is not tolerated on campus. During the professional development week prior to the start of every academic year all of the ACES staff is informed about the school’s sexual harassment policy. The CEO, principal and assistant principal attend off campus training provided by ASCIP insurance.

The charter will help ensure a workplace free of sexual harassment by providing regular trainings to all staff and students. Additionally, all staff and students will be notified of the Uniform Complaint Procedures. Uniform complaint procedures are posted in public areas convenient for staff, students and parents; such as, main office, staff lounge, cafeteria, and principals’ offices. Reports of harassment will be investigated appropriately following the established uniform complaint procedures. Complaints related to any staff will be channeled through the Director of Human Resources. If the complaint involves the CEO, the Board President will be notified and will oversee the response to the complaint.

Facilities
The permanent site for ACES is located at the corner of E. Martin Luther King, Jr. Blvd. and S. Main Street in South Los Angeles, the physical address being 4000 South Main Street, Los Angeles, CA 90037. Through a partnership arrangement with LAUSD and private funding secured by The Accelerated School Board of Trustees, this project was approved by the Department of Toxic Substances Control, Division of the State Architect, and the Office of Public School Construction. ACES shares its facilities with TAS K-8, and includes a health center, student services center, gymnasium, parent center and K-8th library. The two schools share common facilities as appropriate along with the W. M. Keck Early Learning Center.

Certificate of Occupancy Assurance
Funding by LAUSD Proposition BB funds, State Proposition IA funds, and privately secured gifts by The Accelerated School, the facility development process is a model for public/private partnership in providing added school seats to students in overcrowded sections of the city.
The facilities will meet all the necessary requirements as approved by the Los Angeles Unified School District, the California Department of Education, the Division of the State Architect, and the Fire Department. The facilities will meet state building codes, the requirements of the American Disabilities Act and any other applicable fire, health, and structural safety requirements, and maintain on file readily accessible records documenting such compliance. ACES will be responsible for all maintenance, operations services, and utilities. ACES shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR parts 763.

ACES shall comply with the Healthy Schools Act – Education Code section 17608, which details pest management requirements for schools.

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Maintenance Operations**
ACES’s mission for Maintenance and Operations is consistent with the School District’s mission: to maintain, repair and operate building and grounds effectively, with the ultimate goal of promoting learning, by having a clean and safe environment for the School community.

To achieve this mission, the Board of Trustees adopts a budget that anticipates the costs of basic maintenance and operations.

The Facility Manager is responsible for the day-to-day operation of the ACES facility, in partnership with the custodians, maintenance staff and gardeners. All rooms are inspected and cleaned by the custodians. All general areas are inspected and cleaned by the gardeners.

**Service Calls** - At times the Maintenance and Operations team receives a call that requires support beyond the skills of staff. Calls are evaluated based on need/urgency and are addressed in order of impact. The School has service contracts for its heating and air conditioning systems. These systems are routinely inspected by the service providers, and school staff. Most calls are usually addressed within a few hours, except when the expertise of a service provider causes otherwise. In this rare instance, issues are addressed within 5 business days.

**Asbestos** - Operations staff works with our insurer, Alliance for Schools Cooperative Insurance Programs (ASCIP) to acquire the necessary awareness training. We also contract the services of ASCIP affiliates to assist with the assessment and abatement planning. Since the ACES facility was developed in partnership with LAUSD, the Asbestos
Technical Unit was also involved during the construction phase. ATU conducted the initial inspection for compliance with the Asbestos Hazardous Emergency Response Act (AHERA).

**Graffiti & Vandalism** - Graffiti and vandalism occurs with some regularity in the neighborhood. The Charter School is not often vandalized, but when it does happen, the Charter School operations team is quick to remove/paint over graffiti, usually within the hour of it being reported.

**Pest Management** - The Charter School has a service provider contracted to conduct regular inspections and treatment procedures. Monthly inspections are performed.

**Heavy & Detailed Cleaning** - Custodial Staff does detail cleaning as needed, with the majority of the heavy cleaning performed during times when the campus is not in regular use. Staff is trained to use floor stripping and buffing equipment, as well as carpet cleaning machines.

**Tree Trimming** - The Gardener is responsible for keeping trees and shrubs and bamboo trimmed. At times, lifts are needed to get to branches that are out of normal reach.

**Food Services**
The State approved the National School Lunch Program, and so the Directly Funded Charter School directly receives reimbursements for meals served and makes the appropriate claims to the State. Currently, ACES has a full functioning cafeteria that provides all the meals for all the students on this site. All students are offered breakfast before school and during their nutrition break. All students are offered lunch during the afternoon break. In addition, ACES is currently participating in the supper program, offering students the opportunity to have a meal after school.

**School Safety**
The ACES safety coordinator keeps a copy of the school safety plan on file and the school faculty is familiarized with the plan on a semester basis. A copy of our safety plan is attached in Appendix F.

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

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

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

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

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

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

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

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

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

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

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

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

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

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

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

ACES will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. ACES will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

ACES, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**Criminal Background Checks and Fingerprinting**
Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.
ELEMENT 7: Racial and Ethnic Balance
This section meets the requirements of Education Code §47605(5)(G), which requires a description of:
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.

Outreach Efforts
ACES makes diligent efforts to recruit students of various racial and ethnic groups so as to
achieve a balance that is reflective of the general population residing within the territorial
jurisdiction of the school district. Recruitment includes publicizing our instructional program,
hosting Open House, providing tours of the school, and speaking to interested parents.

ACES will maintain an accurate accounting of ethnic and racial balance of students enrolled in
the school. It will also keep on file documentation on the efforts the school made to achieve
racial and ethnic balance.

The School will provide outreach materials to prospective parents and students in English and
Spanish. The School will maintain a web site that allows parents and students to learn about the
school. The School will also maintain a presence on various lists of charter schools that
prospective parents utilize, including those provided by the California Charter Schools
Association and the Los Angeles Unified School District.

Geographic Target Area
ACES is located on the Main Street Corridor and is at the corner of Martin Luther King Blvd and
Main Street in South Los Angeles. The students recruited and who will attend, a majority will be
from this area.

Outreach Languages
ACES currently produces recruiting materials in English and Spanish. These are the two major
representative languages of the school’s target area.

*Court-ordered Integration
The 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 Student Integration Services (collectively the “Court-
ordered Integration Program”). The Court-ordered Integration Program applies to all schools
within or chartered through LAUSD. The School will provide a written plan in the charter
petition and upon further request by the District outlining how it would achieve and maintain the
LAUSD’s ethnic goal of 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly
Hispanic Black Asian Other (PHBAO) compared to Other White (OW). The written plan should
list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic
Balance goal.

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

*No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students*

The District and [charter school] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). The [charter school] agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending [charter school] shall have the right to continue attending [charter school] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to [charter school] shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

[Charter School] will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. [Charter School] will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at [charter school] under the NCLB-PSC program increases in subsequent years, [charter school] agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

*Federal Compliance*

As a recipient of federal funds, including federal Title I, Part A funds, [charter school] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. [Charter school] understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. [charter school] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:
• Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

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

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

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

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

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

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

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

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

[Charter School] also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8: Admission Requirements

This section meets the requirements of Education Code §47605(5)(H), which requires a description of: admission requirements, if applicable.

ACES is a free public school that is open to all residents of the State of California who are of legal age. ACES will be non sectarian in programs and admission policies. ACES shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. ACES does not require any person to attend the school, nor is tuition charged to students. Preference will be given to students who live within the boundaries of the Los Angeles Unified School District. ACES utilizes District enrollment forms and cumulative records. ACES adheres to all procedures related to confidentiality and privacy of records by ensuring all confidential student information is secured and accessed only by authorized personnel. ACES shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Public Random Lottery

If the number of pupils who wish to attend the school exceeds the school capacity, then admission shall be determined by a public random drawing, in accordance with Education Code § 47605 (d)(2). The Office Manager is responsible for maintaining the waitlist and holding the public random lotteries. In order to build a sense of community, admissions preference will be given to children of staff, children of board members and siblings of students. The process to notify potential students about the ACES admissions process will begin in March based on the predicted number of openings for the upcoming school year. See timeline below for an overview of the admissions process.

Notification of Wait Listed Students

All students and families are notified about the lottery through a letter in the mail and/or by phone. Flyers advertising the lottery and admissions are posted in local public libraries. Admissions forms and lottery dates are posted on our website. In addition, lottery and admissions information is posted in public school areas such as, main office, parent center, administrative offices, staff lounge, cafeteria and school front gate.

The lottery is held in the Multi-Purpose Room (MPR or Gym) of ACES. Staff use a box filled with every interested student’s name and randomly pull each card assigning each card a number, until every card has been pulled and assigned a number. The first name pulled receives the number 1 and continues in numerical order, until every name is pulled. That random numerical order will determine placement order in the school’s available spaces. Should any student pass on our admission offer, the next number in the waitlist will be contacted and admitted. That list will continue to be used throughout the school year should any vacancies open up. The random lottery will be held every year. See timeline below for the overview of the admissions cycle. Students do not need to be in attendance to have their name drawn. All families will be notified through a letter or by phone of their selection from the wait list.
All students and families who have been admitted off the wait list for ACES are notified by mail to attend an open house and informational meeting. The meeting will focus on school expectations of students and families, and the general make up of student life at ACES. Two separate meetings are scheduled so that families have ample opportunity to attend the informational sessions. Though it is not mandatory to attend the meeting, it is highly recommended. Families will not lose their space if they are unable to attend.

Selected Wait List Students
All students drawn from the wait list are given two weeks to accept admissions to the school by bringing all appropriate enrollment materials.

In the event that a selected student declines their seat at ACES, another student will be taken from the wait list. The Founder/CEO, Principal, and front office staff of ACES will maintain a copy of the above lottery protocol. This protocol will be available upon request.

Admissions Timeline
End of Fall Semester (Early February) – Identify possible openings for next school year.

Late February – Send out notices for admissions informational meetings to all waitlisted students.

March – Lottery drawing

End of March – Hold informational meetings on two separate nights to inform parents of the academic and extracurricular activities at ACES.

All Year – open enrollment for students to add their name to the school’s waitlist.

McKinney-Vento Homeless Assistance Act
The Charter School will 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. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
ELEMENT 9: Financial Audits

This section meets the requirements of Education Code § 47605(5)(1), which requires a description of: 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.

ACES engages an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. Our independent public accountants, Wilkinson Hadley King & Co, who perform the audit of ACES financial statements work with David Borovay, Chief Financial Officer, of The Accelerated Schools. Mr. Borovay coordinates and provides all information necessary by the auditors to perform their work. The independent public accountant and the charter school prepares the necessary financial reports to be submitted to the District. In addition, financial statements audited by a Certified Public Accountant are submitted to the District within four months following the close of the fiscal year. The Certified Public Accountant selected will have experience in education finance. Audit deficiencies are to be resolved to the satisfaction of the District.

Prior to the start of the Fiscal Year a budget for ACES is developed by the Fiscal Service Department of The Accelerated Schools and adopted by the Board of Trustees. On a monthly basis financial data for ACES is developed from our Accounting Systems, which includes a monthly Statement of Financial Position, Statement of Activities, Statement of Cash Flow and analysis of actual results to budget. These reports are utilized to prepare the information for the submissions to LAUSD. A first interim report is submitted to LAUSD’s Charter Schools Division in November showing the ACES Budget for that Fiscal Year and the operating results for the four month ended October 31st. The second interim report is submitted to LAUSD’s Charter Schools Division by the end of February showing the operating results for ACES through January 31st along with the initial budget and the revised budget. In early August of the following fiscal year the unaudited actuals for the preceding fiscal year of ACES are sent to LAUSD’s Charter Schools Division, which are prepared from the accounting records and reports outlined above. No later than December 15th the independent auditors send the annual audit report for the preceding fiscal year ended June 30th to the appropriate agencies.

Historic and current information derived from our accounting systems, SAGE Fund Accounting, PeopleSoft and Excel based spreadsheets, along with previous templates are used to generate the information for the audit of ACES. There is an initial request for information, which is gathered and complied by the Fiscal Service Department headed by the Chief Financial Officer. A review of the material is completed and any additional information is procured or developed to address any questions. As the audit progresses all financial questions by the auditors are directed to the Chief Financial Officer of The Accelerated Schools. After the fieldwork is completed all outstanding issues or questions are submitted by the auditors and reviewed and answered by the Chief Financial Officer.
Financial Matters
According to Education Code § 47630.5(b) Charter Schools assigned a number by the State Board of Education after June 1, 1999 are funded based on the Charter School Block Grant. The charter school may select to receive its funds directly or locally, through its charter-granting agency. ACES will continue to be a direct funded charter school. They must apply directly for categorical funding outside the block grant and complete their own Consolidated Application.

The Charter school must engage an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The independent public accountant and the charter school will prepare the necessary financial reports to be submitted to the District. Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to the sponsoring District within four months following the close of the fiscal year.

ACES is responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

ACES conducts all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Charter schools that elect to receive funding directly are responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. The charter shall provide the District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Notwithstanding the petitioners' expectation to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

The District may at its discretion provide services to ACES on a fee for service basis, if requested by the ACES to do so. In such a case, the District will determine the cost of providing such services.

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

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

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

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.
The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

The ACES will develop and maintain internal fiscal control policies governing all financial activities.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – November following the end of the fiscal year
g. Classification Report – monthly the Monday after close of the last day of the school month
h. Statistical Report – monthly the Friday after the last day of the school month. In addition:
   • P1, first week of January
   • P2, first week of April
i. Bell Schedule – annually by November
j. Other reports as requested by the District

Appendix E: Proposed 3-Year Budgets
ELEMENT 10: Student Expulsion
This section meets the requirements of Education Code §47605(5) (J), which requires a description of:
The procedures by which pupils can be suspended or expelled (and a description of any appeal process)

The main goal of ACES is to help students become compassionate citizens at their school and surrounding community. To assist in this, it is constantly stressed that students must have pride in their school, themselves and their fellow classmates. This is to create a productive school environment and the student’s own development as a leader. To support this goal, the school will also have a clear code of conduct.

Code of Conduct
At all times, all ACES students are expected to be safe, orderly, and respectful of the rights of others. All students at ACES:

1. Will be courteous and respectful, to each other and to all staff members. Students will express themselves, both verbally and nonverbally, in a polite and nonviolent manner.

2. Will follow directions the first time given by any staff member.

3. Will wear clothing that meets the uniform policy and school expectations.

4. Will keep school buildings and grounds, furniture, instructional materials and all equipment in good condition.

5. Will obey all rules, regulations, ordinances and laws, whether at school or out of school. Students will accept responsibility for their actions and inactions.

6. Will not bring on campus (nor use) weapons of any kind, tobacco, alcohol or any other controlled substance or paraphernalia

Discipline Policies and Due Process
To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for behavior that is not consistent with good citizenship or that interferes with the creation of a positive and safe learning environment. Students who do not direct adequate effort to learning or do not follow the rules will receive appropriate disciplinary action.

The discipline policy is not discriminatory, arbitrary, nor implemented in a capricious manner. All provisions of IDEA shall be complied with in regards to the disciplining of students determined eligible for special education services. Parents are informed of the School’s discipline procedures and their rights to due process in the Charter School’s Student and Parent handbook.

Suspensions and Expulsions
ACES shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

ACES shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

ACES shall ensure the appropriate interim placement of students during and pending the completion of the school’s student expulsion process.

ACES will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. The Charter School will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, ACES shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Educational Service Center.

Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
A) Was the misconduct caused by, or directly and substantially related to the student’s disability?
B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

ACES discipline policy for expulsion and suspension is aligned to California Education Code §48900 as follows:
A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive:
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stolen or attempted to steal school property or private property.
(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarly.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.
(r) Engaged in an act of bullying, including but not limited to bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

A pupil may not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(u) A superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
(v) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section §48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

Definition of Terrorist Threat (From §48900.7)
For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her
own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

**Offenses which Principal has Discretion to Recommend Expulsion (From §48915)**

(a) Except as provided in subdivisions (c) and (e), the principal shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal finds that expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section §11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section §48900. A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

**Offenses which Principal is mandated to Recommend Expulsion (From §48915)**

(c) The principal shall immediately suspend, pursuant to Section §48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section §11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section §48900 or committing a sexual battery as defined in subdivision (n) of Section §48900.
5. Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study.
that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
(3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal or the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section §48900, or Section §48900.2, §48900.3, or §48900.4, and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school. (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 31/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Suspension

Any student that commits an act as defined in Educational Code §48900 (a) to (r) will be recommended for suspension or expulsion as appropriate. Anytime a student is referred to the administrative office for alleged student actions that can merit a suspension or expulsion, an impartial process is implemented to investigate the action. Only authorized staff, Principal or designee can implement the investigation, which may include the questioning of staff and students, as well as reviewing the site of the allegation. Upon review and investigation of the alleged student action, the Principal or designee will determine if the course of administrative action includes suspension or possible expulsion of the student.

All suspensions will be done at home, unless otherwise noted on the suspension letter. A student who violates the Education Code 48900 (a) to (r) will be sent home for the remainder of that school day and for the next consecutive school day. A student may be suspended for 1 to 4 days, depending on the severity of the action. Additionally, after a student’s first suspension, each
subsequent suspension will merit a family meeting with further restrictions placed on the student. A conditional contract describing the appropriate consequences for continued misbehavior will be agreed upon by the school, student, and family.

**Suspension: Policies and Due Process**
If, after review and investigation of an alleged student action, Principal or designee determines that suspension is the appropriate course of administrative action, ACES will implement the following procedures. The Charter School makes every effort to speak directly with the student’s parent upon determination of a suspension. If a parent is contacted they are notified of the incident and requested to pick the child up from School as soon as possible. The student is kept in the office until picked up. The parent and/or guardian also receives a suspension letter explaining the incident, indicating the number of days of the suspension, and establishing an appointment time to discuss the incident with the administrator and appropriate parties. The child is expected to remain engaged with schoolwork while suspended. Each teacher will provide work for students to complete while at home that can be picked up in the front office by a parent. ACES will provide the student with work for this period. The maximum number of consecutive days for a suspension is four and a maximum of 20 days per school year.

Parents may appeal the suspension by meeting with the Chief Operating Officer (C.O.O.) on the day of the suspension if the parent arrives before 4:00 pm or on the morning of the day after the suspension, after 7:45 am. Parents will need an appointment to meet with the administrator on site. The C.O.O. will hear the appeal and the parent may also recommend an alternative fair punishment for the infraction. The appeal can also be delivered in writing, in which case C.O.O. will review the document and make a determination within two-hours upon receipt, between the times of 7:45 am to 4:30 pm. With the approval of the C.O.O., the suspension can be removed from the student’s record and the student can return to the classroom. If the C.O.O. denies the appeal and enforces the suspension, the parent can appeal to the Board of Trustees. The Board of Trustees or designated discipline subcommittee, composed of administrative staff, teachers and classified staff, will hear the appeal at its next regularly scheduled meeting. An appeal to the discipline Committee will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, Discipline Committee, with a majority vote, may remove the suspension from the student’s records.

**Expulsion: Procedures and Due Process**
If, after review and investigation of an alleged student action, Principal or designee determines that expulsion is the appropriate course of administrative action, ACES will implement the following procedures.

In addition to the consequences for suspension, a hearing by the Discipline Committee (DC) will be arranged.

A discipline subcommittee, composed of administrative staff, teachers and classified staff, will convene at an appropriate time to determine whether or not the recommendation of expulsion will be accepted. If it is determined by the Discipline Committee that the expulsion will not be accepted, then the DC will determine an alternative consequence, such as Saturday school, and provide the family and students with a conditional contract that is agreed upon by the
DC, student, and family. If the recommendation for expulsion is upheld, then the school Principal speaks directly with the student’s parent about the expulsion. During the meeting ACES will work collaboratively with the student’s home school district, county, and/or private schools to assist with the educational placement of the student. ACES will communicate any incident of violent/serious behavior to the district and/or school to which an expelled student matriculates. ACES will also notify the appropriate city, county, and/or state agency as required by law.

If the DC decides that student expulsion is the best course of action, and the parent does not agree, then the Principal will inform the parent(s) of the expulsion and the procedures for appealing the decision.

The parent(s) will be informed by letter that they will have 5 school days to file an appeal to the Board of Trustees by writing a letter to the Office of the CEO. Once the written request for appeal is received The Board of Trustees (or authorized board subcommittee) will decide on the matter within fifteen (15) school days. Members of the Board may hear from the student, parent, teacher, authorized administrator, and other invited speakers in accordance with school policies. Each party will have the opportunity to present information for the Board to consider including school records, anecdotal information and any other relevant information. The Board may determine expulsion, alternative disciplinary action, or remove the allegations from the students’ records. The Board’s decision is final.

**DC Hearing Agenda**

05 minutes – Introduction  
10 minutes – Family Response  
15 minutes – Question and Answers from DC  
30 minutes – Deliberation  
05 minutes – Family Closing Comments  
05 minutes – Decision of the Committee

The decision to readmit a pupil or to admit a previously expelled pupil from another school shall be in the sole discretion of ACES governing board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of ACES at the time the pupil’s readmission.

Pupils who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the charter school’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school’s governing board and the pupil and guardian or representative, to determine whether the pupil has successfully
completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

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

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

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

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

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

**Gun Free Schools Act**
The Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11: Retirement Programs
This section meets the requirements of Education Code §47605(5)(K), which requires a description of:
The manner by which staff members of charter school will be covered by the State Teachers.
Retirement System, and federal social security.

State Teachers Retirement Systems (STRS)
All full-time certificated employees participate in STRS. The Human Resource/Business
Services manager is responsible for ensuring that appropriate arrangements for STRS, and Social
Security coverage has been made.

Social Security
All non-certificated employees contribute to Social Security according to Federal and State laws
with ACES matching at the rates prescribed by law, unless provisions are made for other
retirement options such as Public Employees Retirement System (PERS) or other retirement
systems.

Salary Schedule
ACES determines each employee’s salary based on years of experience, post baccalaureate
degree units, areas of specialty, and other factors as determined by collective bargaining
agreement (CBA).

Work Calendar
Each staff member works the number of days agreed upon in his/her individual contract or work
agreement, which will address the following:
- Details related to holidays, illness, personal days, vacation, and bereavement per
  Employee Personnel Handbook and collective bargaining agreement (CBA)
- Determination of full-time or part-time status
- Employee discipline procedures and the employee’s due process rights for appealing
  disciplinary action per collective bargaining agreement (CBA).

Performance Evaluation
Performance evaluations will be conducted annually and will be conducted in a fair and judicious
manner by their immediate supervisor per the collective bargaining agreement (CBA).

Other
ACES shall adhere to applicable federal and state mandates, including:
- Family Medical Leave Act (FMLA)
- California Family Rights Act (CFRA)
- Disability Insurance
- Workers Compensation
- Medicare
ELEMENT 12: Student Attendance Alternatives
This section meets the requirements of Education Code §47605(5)(L), which requires a description of: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

Attendance Alternatives
Pupils who choose not to attend [Charter School] may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Parent Notification
Parents and guardians of each student enrolled in ACES will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in ACES, except to the extent that such a right is extended by the local education agency. If space is available, traveling students will have the option to attend.

Governing Board Shall Not Require Charter Enrollment
ACES recognizes that the governing School Board of LAUSD may not require any student to attend ACES.
ELEMENT 13: Rights of District Employees

This section meets the requirements of Education Code §47605(b) (5) (M), which requires 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.

Note: The Accelerated Schools (The Accelerated School K-8, Accelerated Charter Elementary School, and Wallis Annenberg High School) and its teachers, represented by United Teachers Los Angeles for the past two years, July 2010 through June 2012, have been a part of a collective bargaining agreement that supports and guides the organization. In the summer of 2012, the two parties agreed upon an additional agreement, this one to last three school years, through June 2015.

"PREAMBLE": THIS AGREEMENT is made and entered into on this 24th day of August, 2010 between the BOARD OF TRUSTEES OF THE ACCELERATED SCHOOLS, the exclusive public school employer under Education Code Section 47605 (hereinafter referred to as “School” or “Employer”) and UNITED TEACHERS LOS ANGELES, which together with its officers and representatives will be referred to in this Agreement as UTLA. UTLA is affiliated with the California Teachers Association (CTA), California Federation of Teachers (CFT), National Education Association and the American Federation of Teachers/AFL-CIO. This Agreement is entered into pursuant to the Educational Employment Relations Act “EERA”, Govt. Code Sections 3540, et seq.

The term of the original Agreement was two years beginning July 1, 2010 through June 30, 2012. The terms of the latest agreement are three years beginning July 1, 2012 through June 30, 2015.

Recognition

The Accelerated School, Wallis Annenberg High School and The Accelerated Charter Elementary School recognizes United Teachers Los Angeles (UTLA) as the exclusive representative for the purpose of the Educational Employment Relations Act (EERA, Govt. Code Sections 3540, et seq.) of all certificated employees in the broad classification of teacher including but not limited to, instructors, advisers and counselors and excluding: all classified, confidential, management and supervisory employees, and all substitute teachers.

Rights of District Employees

Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Employee Due Process Procedures

A grievance is a claim by the unit member, unit members or the union that a provision of this collective bargaining agreement has been violated or misapplied with respect to that unit member, or members, such that it resulted in an adverse consequence to the unit member(s). All other claims, such as violations of statute, individual employment agreements, charters, board policies, personnel policies or employee handbooks, shall be outside the terms of this grievance procedure. Except as specified in Article IX A, personnel decisions including decisions affecting employment status and discipline of employees shall not be subject to this grievance procedure. Failure by a grievant to follow the timelines or requirements in any step of this Article shall render the grievance withdrawn and shall be construed as a waiver of the party’s rights under this procedure.
All timelines may be adjusted by mutual agreement between the grievant and ACES.

Informal Resolution:
Any grievance shall first be addressed with the site administrator or immediate supervisor, within seven (7) work days of when the grievant knew or should have known the event or condition giving rise to the grievance. The grievant must identify the concern as a grievance and request an informal meeting. The grievant may authorize the union representative to represent him/her at any grievance meeting.

Formal Resolution:
Step 1
If the grievance is not resolved informally, a unit member having a grievance shall present the grievance in writing to his or her site administrator or immediate supervisor within fifteen (15) work days of the event or condition giving rise to the grievance. The grievance shall clearly state all of the following: (1) the specific provisions of the Agreement alleged to have been violated, (2) the specific facts of the alleged violation, and to the extent known dates, names of witnesses, (3) the adverse consequence resulting to the unit member, or union and (4) the remedy requested by the grievant. The site administrator or immediate supervisor shall meet with the unit member and shall provide a written response within seven (7) working days of the meeting.

Step 2
If the unit member is not satisfied with the response at Step 1, he/she shall, within five (5) workdays of the receipt of the written response at Step 1, notify the Chief Executive Officer that a grievance has been denied or unresolved by the site administrator or immediate supervisor. The Step 2 grievance shall specifically state any portions of the Step 1 response disputed by the grievant. If not resolved, the Chief Executive Officer will convene a meeting with the grievant within seven (7) work days of receipt. Any resolution shall be put in writing. The Chief Executive Officer shall provide a written response within seven (7) work days of the meeting.

Step 3
If the unit member is not satisfied with the response at Step 2, he/she shall, within five (5) work days of the receipt of the written response at Step 2, notify the Board President that he/she is requesting that the grievance be submitted to Option A or B below:

A. A hearing before the Board of Trustees or Board designated committee, or
B. Advisory arbitration upon Union approval only.

Where option B is utilized the following steps shall govern the arbitration process:

1. The Union and ACES shall attempt to agree upon an arbitrator. If no agreement can be reached, the parties shall request that the State Conciliation Service supply a panel of five names of persons experienced in hearing grievances in schools. Each party shall alternately strike a name until only one name remains. The remaining panel member shall be the arbitrator. The order of the striking shall be determined by lot.
2. If either ACES or the Union so requests, a separate arbitrator shall be selected to hear the merits of any issue rose regarding the arbitrability of a grievance. No hearing on the merits of the grievance will be conducted until the issue of arbitrability has been decided. The process to be used in selecting an arbitrator shall be as set forth in Section 1 above.

3. The arbitrator shall, as soon as possible, hear evidence and render a decision on the issue or issues submitted to him/her. If the parties cannot agree upon a submission agreement, the arbitrator shall determine the issues by referring to the written grievance and the answers thereto at each step.

4. ACES and the Union agree that the jurisdiction and authority of the arbitrator so selected and the opinions the arbitrator expresses will be confined exclusively to the interpretation of the express provision or provisions of this Agreement at issue between the parties. The arbitrator shall have no authority to add to, subtract from, alter, amend, or modify any provisions of this Agreement or impose any limitations or obligations not specifically provided for under the terms of this Agreement. The arbitrator shall be without power or authority to make any recommendation that requires ACES or the Union to do an act prohibited by law.

5. After a hearing and after both parties have had an opportunity to make written arguments, the arbitrator shall submit, in writing to all parties, his/her findings and recommended award.

6. The recommended award of the arbitrator shall be advisory to the Board of Trustees who shall make a final and binding decision on the resolution of the grievance after full review and consideration of the recommendations of the arbitrator.

7. The fees and expenses of the arbitrator shall be shared equally by TAS and the Union. All other expenses shall be borne by the party incurring them, and neither party shall be responsible for the expense of witnesses called by the other. Either party may request a certified court reporter to record the entire arbitration hearing. The cost of the services of such court reporter shall be paid by the party requesting the reporter or shared by the parties if they mutually agree. If the arbitrator requests a court reporter, then the costs shall be shared by both parties.

8. The Grievant shall be provided with reasonable release time to attend any grievance meeting with ACES or to testify at his or her own grievance meeting.
ELEMENT 14: Dispute Resolution
This section meets the requirements of Education Code §47605(5)(M), which requires: 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.

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

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

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

   To Charter School:  
   ACES  
   c/o School Director  
   4000 S. Main Street  
   Los Angeles, CA 90037

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

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

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

ELEMENT 15: Employer Status and Collective Bargaining
This section meets the requirements of Education Code §47605(5)(O), which requires: A declaration whether or not the charter school shall be deemed the exclusive public school Employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title I of the Government Code).

Exclusive Employer Statement
ACES shall be deemed the exclusive public school employer of the employees of ACES for the purposes of the Education Employment Relations Act (“EERA”), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

ACES will address any collective bargaining efforts in a manner consistent with all applicable state and federal rules, laws, and regulations.

*Note: The teachers of The Accelerated Schools (The Accelerated School K-8, ACES and Accelerated Charter Elementary School) are members of the TAS/UTLA bargaining unit. As of this summer, the organization and the teachers have reached a new CBA that will run from July 2012 through June 2015. For a copy of the TAS/UTLA CBA 2012 – 2015 please see Appendix P.
ELEMENT 16: Procedures to be Used if Charter School Closes
This section meets the requirements of Education Code §47605(5) (P), which requires that there is 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.

In the event that ACES closes, the assets and liabilities of ACES will be disposed of by The
Accelerated Schools’ Board of Trustees in accordance with the closeout procedures listed below. The Accelerated Schools’ Board of Trustees will ensure that a final audit of the school’s assets and liabilities is performed and that any audit deficiencies will be resolved to the satisfaction of LAUSD.

Charter Renewal
The Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify the ACES in writing of the specific violation, and give the ACES a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Closure Action
The decision to close ACES either by the ACES governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.
**Closure Procedures**
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

**Documentation of Closure Action**
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of ACES will be issued by ACES within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by ACES by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by ACES by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the CSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by ACES by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

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

In addition to the four required items above, notification to the CDE must also include:
1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:
1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
1. Information on student completion of college entrance requirements for all high school students affected by the closure.

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer
ACES shall observe the following in the transfer and maintenance of school and student records:
1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the CSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

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

ACES shall ensure the completion and filing of any annual reports required. This includes:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE.

These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets
The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporation’s bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by The Accelerated School’s Board of Trustees, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The ACES Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end ACES's right to operate as a Charter School or cause ACES to cease operation. ACES and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should ACES breach any obligation under this Element 16.

The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Facilities

District-Owned Facilities:

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

ACES agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent ACES from conducting its educational programs. If ACES will share the use of LAUSD facilities with other LAUSD user groups, ACES agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).
The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

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

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

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

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

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow ACES to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  (i) Co-Location. If ACES is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and ACES shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  (ii) Sole Occupant. If ACES is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and ACES shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
• **Real Property Insurance.** Prior to occupancy, ACES shall satisfy those requirements to participate in LAUSD’s property insurance or, if ACES is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. ACES shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility Status:**
The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:**
The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. ACES may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If ACES moves or expands to another facility during the term of this charter, then ACES shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:**
The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools, developers may find additional information at: www.laschools.org/employee/mo/ipm.

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