Alliance College-Ready Middle Academy #9

(LA Academy MS Area)

Charter Petition Submitted to the Board of Education of the Los Angeles Unified School District

Request for Five-Year Term
July 1, 2013 to June 30, 2018
PREFERENCE FOR THIS PETITION

Alliance College-Ready Public Schools (hereinafter referred to as “the Alliance”) submits this charter petition to the Los Angeles City Board of Education of the Los Angeles Unified School District as its sponsoring district and is requesting charter approval a period of five years from July 1, 2013 to June 30, 2018.

“In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032.”

As set forth in this charter petition, Alliance College-Ready Middle Academy #9 (hereinafter referred to as “Alliance College-Ready Middle Academy #9” or abbreviated as “ACRMA #9”) will offer a comprehensive learning experience that is designed to serve the needs of middle school students.

Accordingly, this charter petition is entitled to preference in the review and approval process.

DISTRICT PRIORITIES IN GRANTING CHARTERS

Alliance College-Ready Middle Academy #9 meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters.

1. Alliance College-Ready Middle Academy #9 is a secondary school that will serve an area of need in the District where schools are impacted by large schools and large class size.
2. Alliance College-Ready Middle Academy #9 is a school that will serve in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.
3. Alliance College-Ready Middle Academy #9 proposes to implement an innovative small school design focused on personalizing students’ education that will support the District’s goals for improving performance in secondary schools.
4. The facility for Alliance College-Ready Middle Academy #9 is financially supported by the Alliance, a non-profit organization.

AFFIRMATIONS AND ASSURANCES:

Alliance College-Ready Middle Academy #9 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.
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INTRODUCTION

Purpose
This is a petition submitted by the Alliance College-Ready Public Schools requesting approval of a five-year charter for Alliance College-Ready Middle Academy #9 (also referred to herein as “Alliance College-Ready Middle Academy #9,” ACRMA #9,” and “charter school”), a public charter school that will serve 450 grade 6 – 8 students in the community of East Los Angeles on a 190-day, single track, non-year-round calendar. The first official day of regular instruction for the 2013-2014 school year will be Monday, August 5, 2013 and the last day instruction will be Friday, June 6, 2014. Alliance College-Ready Middle Academy #9 will be located in the vicinity of the LA Academy Middle School community, in a community of primarily non-charter public schools that are either low-performing and/or overcrowded, serving a range of 1,000 to over 2,000 students per campus with some operating on a three-track year-round calendar with 163 days of instruction. The specific site will be 4610 South Main Street, Los Angeles, CA. LAUSD will be provided a Certificate of Occupancy not less than 45 days prior to the opening of Alliance College-Ready Middle Academy #9.

Alliance College-Ready Middle Academy #9 will be an independent public charter school developed by the Alliance College-Ready Public Schools, a non-profit organization that will work with the Los Angeles Unified School District to help provide solutions to overcrowding and to improving academic performance and ultimately college-readiness in high schools. Alliance College-Ready Middle Academy #9 will provide data on its programs and serve as a laboratory to test, demonstrate, and disseminate information on effective practices that lead to improved student outcomes, teacher quality and increased parent involvement. Alliance College-Ready Middle Academy #9 will provide another educational option for parents as provided in No Child Left Behind. ACRMA #9 is a BLAST school, Blended Learning for Alliance School Transformation (BLAST). BLAST is an integrated technology educational model that builds upon Alliance’s successful college prep curriculum. This new way of learning truly integrates technology into the classroom, making learning more relevant, personalized, and dynamic. The model was piloted in 2010-11 at two Alliance high schools and expanded to a third high school fall 2011.

BLAST classrooms have three small group learning stations that result in a vibrant, exciting classroom. All students rotate among the stations during a two-hour block schedule, keeping them engaged and involved in their own learning:

Grades 6 and 7:
In grades six and seven students learn through the use of two learning stations with a 2:1 students to laptop ratio.

Teacher-Led Small Group Instruction Teachers provide direct instruction with individualized attention to a small group of 15 or fewer students.

Individualized Online Learning Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.

Grade 8:
In grade 8 students learn through the use of three learning stations and with a 1:1 student to laptop ratio.

Teacher-Led Small Group Instruction Teachers provide direct instruction with individualized attention to a small group of 15 or fewer students.

Individualized Online Learning Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.

Collaborative Learning Students work collaboratively in small groups, creating presentations, videos, and other media that demonstrate understanding of real world issues, while encouraging peer-to-peer cooperation.

ACRMA #9 will provide data on its programs and serve as a laboratory to test, demonstrate, and disseminate information on effective practices that lead to improved student outcomes, teacher quality and increased parent involvement. Alliance College-Ready Middle Academy #9 will provide another educational option for parents as provided in No Child Left Behind.

The purpose of Alliance College-Ready Middle Academy #9 is to establish and maintain the highest quality educational program for middle grade students in a small school environment with small learning communities that are focused on assuring that students achieve proficient to advanced student performance on state standards.

Mission
The mission of Alliance College-Ready Middle Academy #9 is to operate a small high performance middle school that will prepare all students to successfully culminate from middle grades, enter high school and gear all students towards entering
and succeeding in college. As a BLAST school, ACRMA #9 has the additional mission component to create 21st century learners ready for college success through individualized student-centered instruction that makes academics both personal and relevant for every student. To do this, ACRMA #9 will use the Blended Learning for Alliance School Transformation (BLAST) model that incorporates distance learning, digital content, online courses, and interactive tools while leveraging human capital. Moreover, ACRMA #9 students will develop resilient character and strong critical thinking/collaborative skills. These skills will create college-ready, socially responsible, and globally minded citizens that are an integral part of the community and beyond.

Vision
The vision of Alliance College-Ready Middle Academy #9 is to create a highly accountable model of innovation with highly qualified teachers guided by core principles that are based on what research has shown to be best educational practices for adolescent age students and to serve as a research and development model for the District and other public schools.

Alliance College-Ready Middle Academy #9 will consistently demonstrate student readiness for high school with a high success rate in student proficiency on state academic standards; continuous progress towards 100 percent success rate in meeting middle grade culmination requirements; and dramatically improving the student attendance rate to 95 percent; and achieving a 100% success rate of students enrolled for at least three years who will culminate ready to successfully enter high school with a focus on college-preparation.

Values/Beliefs
The core values of the Alliance College-Ready Middle Academy #9 reflect best practices researched in high performing middle schools that consistently produce well-educated, urban, students prepared to enter and succeed in high school and college. ACRMA #9 will be organized in such a way as to insure the following:

- **Personalized Learning Environment** – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school. In the BLAST model, students receive more personalized and individualized instruction that targets students’ learning needs and takes them from where they are to where they have to go. Students actively involved in the educational process in the classroom directly affects student learning. In a BLAST classroom, students learn through online curriculum, individualized pacing, online student learning communities, and multimedia delivery of instruction.

- **Student Engagement** – Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team. Students actively involved in the educational process in the classroom directly affects student learning. In a BLAST classroom, students learn through online curriculum, individualized pacing, online student learning communities, and multimedia delivery of instruction.

- **College Readiness for All Students** – All students, including students in historically underachieving communities can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in high school and college. All students must pass middle grade course requirements and be proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in high school and college.

- **Increased Time for Learning** - All students must have sufficient time in school to learn successfully. The school will offer a school year of up to 190 days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time will be structured in longer blocks of time to allow for focused in-depth learning. Students have access to extended online resources and to replay online courses, and other features using technology allows, creating 24/7 learning opportunities.

- **Services for English Learners** – College readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies will be provided for all students including students learning to speak English as a second language and English only students who speak non-standard English. Digital content used in blended learning classrooms offers more supports for English language learners, such as English as a Second Language (ESL), primary language support, text-to-speech, and replay.

- **How Students Learn Best** – We believe that students learn best when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through experiencing real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. Blended learning provides students with group, project-based, and individualized

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1 Betsy Hammond and Bill Graves, *The Oregonian, Ten Practices that Set High-performing High Schools Apart.*

Alliance College-Ready Middle Academy #9 - Charter Petition

Alliance College-Ready Public School

March 2012

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learning opportunities to better prepare students for college and provides instruction that better meets individual student learning-styles.

- **Integrated Technology** – Students and teachers will have adequate access to technology so that it can be used effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Our teachers will leverage the technology to make instructional decisions. Blended learning is not teacher-proof but is teacher-driven.

- **Principal Leadership** – Our schools must have an exemplary principal who is a capable instructional leader and entrepreneur in managing resources. We believe that the best way to develop exemplary principals will be through in depth leadership training and apprenticeships with principals who have demonstrated success in their schools. The responsibility of the school leader is to align the Alliance teacher effectiveness initiative with expectations for blended learning. This includes providing professional development to build teacher capacity and increase their skills in using instructional technology.

- **Highly Qualified Teachers** – Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, we will search for and develop these skills. Our teachers will work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility. BLAST teachers receive focused BLAST Training before school starts, quarterly, and weekly. The blended learning model will help teachers become more effective by focusing on real-time data use to make decisions about curriculum and instruction. Using accountability for results - in our teacher effectiveness project, the technologies implemented will monitor and record teacher feedback to students on their work, logins, and classroom performance; in support of transparent teacher accountability and development.

- **Parents as Partners** – Parents will be meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. Parents must responsible and accountable for supporting their children’s learning at school and at home. They must understand what it will take to prepare their children for success in high school and college, and they must support the goals of the school through their voice and through volunteering. Technology training for parents will be provided to engage parents as part of the blended learning process, to provide parent access to real-time data on student progress and activity, and to support more effective parent contributions to their child’s education.

- **Authentic Ongoing Assessment** – There will be multiple ongoing opportunities to measure student learning and to inform instruction through real life projects, analysis of student work portfolios, interim assessments and student led conferences as well as mandated standardized on-demand assessments. Online digital content will include daily assessments and real-time data. Formative and summative assessments will be online as well.

- **Accountability for Results** – The principal will be responsible and accountable to the Alliance College-Ready Public Schools and to the school community for implementing the core values, beliefs and best practices ensuring that each and every student gets what they need to achieve their individual and school performance goals.
“A Typical Day at Alliance College-Ready Middle Academy #9”

A visitor to our school would observe our core beliefs and values in practice on a typical day by “shadowing” any randomly selected student.

Students arrive by 7:30 a.m., all wearing the Alliance College-Ready Public Schools logo uniform. Most students walk to school from close by neighborhoods and some are dropped off by parents. Parent volunteers, a vigilant principal and teachers greet students as they arrive. Students gather on campus in a safe, calm, welcoming atmosphere that reflects the diversity of the community and the school’s focus on getting ready for college with college pennants displayed throughout the school and in classrooms.

On regular schedule days, students are seated in their in classrooms ready to begin their advisory period by 7:45 a.m. Their advisory teacher and the same small group of 15 to 20 students, who will be their school family advisory group for four years, welcome them. In the advisory period no student is allowed to “fall through the cracks” of anonymity. The advisory focuses on personal, academic, school and family connections. The advisory teacher serves as the students' counselor for four years so that students are connected to a consistent adult for guidance with studies, student relationships, and planning for college.

Students begin the first of three two-hour periods per day following the advisory period. Students learn in academic classes with an average class size of 25 students that are small enough to insure that each student receives individual attention. Students begin work immediately upon entering each classroom. Teachers begin each period by recording attendance on their laptop computer using PowerSchool, the school’s data management system. Daily attendance information is sent to the office and parents of students who are absent or tardy are called.

The emphasis in core classes is on rigorous grade appropriate standards-based instruction with high expectations for all students. California content standards are clearly evident as the focus of instruction in the agenda for the day displayed in each classroom on a white board or chart. Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient work on grade level standards. Students are actively engaged in their learning through “accountable talk” about what they are learning in pairs, small group, or whole class interaction.

Teachers involve students in defining and understanding criteria for proficient work so that students are able to judge their own work. Teachers define clear expectations so that students know how good is “good enough” and so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate student learning using a variety of instructional materials and resources including textbooks, integrated use of technology with access to the internet, and by connecting learning to real life applications through extended projects. Courses offered include rigorous requirements for all students as well as academic electives that provide intervention to accelerate learning for students performing below proficient levels and enrichment for students performing at proficient and advanced levels. Courses also include Advanced Placement in grade 8 and honors classes.

All students have the opportunity to participate in the nutrition meal program following the first two-hour period. Nutrition is part of the federal meal program and service is provided by the school’s selected vendor for students eligible for full, reduced or free meals. Student eligibility is kept confidential and all students are encouraged to eat healthy meals as part of the school’s health program. Following nutrition, all students begin the second two-hour instructional period of the day. Because of the small size of the campus, passing from period to period throughout the campus and hallways takes place within 3 minutes. Students are self-directed and show respect for each other and their school. Students see examples of quality student work aligned with California content standards displayed inside and outside their classrooms. Student groupings heterogeneous and vary based on whether students are taking Spanish for native or non-native Spanish speakers, whether they are in Algebra or Geometry in the seventh and eighth grade. English learners are supported in developing English proficiency through English as a Second Language and in content classes through English immersion with “sheltered English” instructional strategies based on individual needs.

All students participate in a 30-minute lunch period before the last instructional period of the day. Students performing below or far below proficient levels based on quarterly interim assessments and teacher assessment receive individual tutoring based on their individual learning plan in math through Carnegie Math Cognitive Tutor software and university student volunteers and/or in English language arts in after school or in Saturday classes. Extracurricular activities after school and on Saturdays include after school dance and music.

Any student interviewed will proudly tell visitors, “I’m getting ready for college.” They are likely to be the first in their family to have the expectation and the opportunity to go to college.
ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

The address of the Charter school is 4610 South Main Street, Los Angeles.
The phone number of the Charter school is 213-943-4930.
The contact person for the Charter school is TBD.
The term of this charter shall be from July 1, 2013 to June 30, 2018.
The grade configuration is 6-8.

The number of students in the first year will be 150.
The grade level(s) of the students their first year will be 6th.
The scheduled opening date of the charter school for regular instruction is 8/5/13.
The admission requirements include: any student of the appropriate grade level.

The operational capacity will be 450.
The instructional calendar will be: Please see page 61.
The bell schedule for the charter school will be: Please see page 61.
If space is available, traveling students will have the option to attend.

Pupils who choose not to attend Alliance College-Ready Middle Academy #9 may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment.

Alliance College-Ready Middle Academy #9 will provide a sound educational program for all students in attendance through its rigorous standards-based curriculum, its culture of high expectations for all students, highly qualified teachers, and its principal leadership in a small and personalized learning environment where students know their teachers well and are well known by adults.

Who Alliance College-Ready Middle Academy #9 is Attempting to Educate
Alliance College-Ready Middle Academy #9 will be an independent middle grade charter school that will serve students in grades 6-8 providing an alternative choice of quality education in the LA Academy Middle School area in the community of South Los Angeles. The community includes a large, underserved, urban student population. High school and middle school students in the surrounding area attend large schools, some on a multi-track year round schedule. Though the school is open to all students in the state of California, ACRMA #9 seeks to recruit students from elementary and middle schools listed and to relieve overcrowding and improve academic performance in the following school communities as a priority.
### Surrounding School Demographics

**Alliance College-Ready Middle Academy #9**

**ACRMA #9**

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
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<tr>
<td>52nd Street ES</td>
<td>797</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N 669</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>12</td>
<td>51</td>
<td>Hispanic (82.8%)</td>
<td>African American (16.4%)</td>
<td>American Indian (0.1%)</td>
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<tr>
<td>Menlo Ave ES</td>
<td>762</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N 761</td>
<td>1</td>
<td>2</td>
<td>94</td>
<td>9</td>
<td>46</td>
<td>Hispanic (84.0%)</td>
<td>African American (15.1%)</td>
<td>American Indian (0.4%)</td>
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<tr>
<td>49th Street ES</td>
<td>979</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N 689</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>6</td>
<td>58</td>
<td>Hispanic (91.9%)</td>
<td>African American (7.8%)</td>
<td>American Indian (0.1%)</td>
</tr>
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Middle Schools

| LA Acad Middle | 2082           | Y                   | Y                    | Y                            | Y                              | 658       | 1                 | 2                    | 98                                                                          | 10                         | 33              | Hispanic (91.9%) | African American (7.7%) | Asian (0.1%) |
| Mary McLeod Bethune Middle | 1381           | Y                   | Y                    | Y                            | N                              | 667       | 1                 | 3                    | 99                                                                          | 10                         | 34              | Hispanic (85.8%) | African American (13.7%) | Asian (0.3%) |
| George Washington Carver Middle | 1590           | Y                   | N                    | Y                            | Y                              | 599       | 1                 | 1                    | 99                                                                          | 13                         | 41              | Hispanic (92.1%) | African American (7.5%) | White (0.1%) |
| William Jefferson Clinton Middle | 1031           | N                   | Y                    | Y                            | Y                              | 614       | 1                 | 1                    | 100                                                                         | 9                          | 40              | Hispanic (92.7%) | African American (6.8%) | Asian (0.2%) |
| John Muir Middle | 1365           | N                   | Y                    | Y                            | Y                              | 613       | 1                 | 1                    | 79                                                                          | 12                         | 33              | Hispanic (76.0%) | African American (22.8%) | American Indian (0.2%) |

**CHARTER SCHOOLS**

<table>
<thead>
<tr>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
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<tr>
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<td>Y</td>
<td>Y 738</td>
<td>4</td>
<td>5</td>
<td>85</td>
<td>0</td>
<td>64</td>
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<td>Y 701</td>
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<td>36</td>
<td>Hispanic (98.4%)</td>
<td>African American (1.3%)</td>
<td>Filipino (0.1%)</td>
</tr>
</tbody>
</table>

**Dominant Ethnicities:** Hispanic (H), African-American (AA), White (W)

The ethnicity of the students in the community is predominately Hispanic, African American, and White. Historically, schools in this community have performed lower on the API State rank and generally are not meeting Adequate Yearly Progress requirements in English Language Arts, Math and API.

Alliance College-Ready Middle Academy #9 will be non-sectarian in its programs, admission practices, employment practices and all other operations. ACRMA #9 will not charge tuition and will not discriminate on the basis of ethnicity, national origin, religion, gender, sexual orientation, or disability, or any other characteristics that are contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Enrollment
ACRMA #9 will enroll 450 students in grades 6-8, annually from 2013 to 2018. Each grade level will serve approximately 150 students with an academic pupil/teacher ratio of 25:1

Selection of Instructional Materials / Adequacy of Textbooks (Appendix N)
Alliance College-Ready Middle Academy #9 attests that each pupil in the school will have sufficient current textbooks, instructional materials, and digital content in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. Each spring, the principal, in consultation with teachers and Alliance staff, will identify areas of need and order texts and materials for the following year.

What it Means to Be an Educated Person in the 21st Century
A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/economic studies, the use of technology, and personal work habits to succeed in a global economy. A well-educated person recognizes that the world is constantly changing, knows how to learn and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, understands that talents can be turned into true skill, and that all human beings are equal and important.

The Alliance College-Ready Middle Academy #9 curriculum, instructional methodology, and environment will prepare students to be self-directed lifelong learners who are highly skilled critical thinkers and effective communicators.

How Learning Best Occurs
We believe that learning occurs best:

- When there are consistent high expectations for 100% success for all students with clear expectations2 for what students should know and be able to do and how well; where students are actively engaged in their learning and where academic expectations are rigorous.
  - 100% high school and college readiness as a goal for all students.
  - Focus on developing proficiency in interpersonal skills; communication skills; critical thinking and high level proficiency in core content standards.

- When each classroom in the school creates a thirst for learning through inquiry-based learning designed to help students learn how to learn and designed to adapt to students’ diverse learning styles.

- When learning is personalized to students’ needs in a small school structure where students and teachers work together in small learning communities. When there are individual learning plans for students with additional learning time for students to accelerate or to enrich their learning and when assessment of what is taught and learned is ongoing to inform students, teachers, and parents about student progress.

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2 Lauren Resnick, Institute for Learning, Principles of Learning
In a school that functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive environment, where staff and students know and respect each other and each other’s similarities and differences.

When the instructional methodology used helps students see the real-life relevance of the material they are studying and is relevant to students' real world. When instructional methods include strategies that provide opportunities for project-based learning where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world. When students apply their skills to real-life situations through the use of technology as a tool, through participation in internships, and through service learning.

When guidance and support are provided for all students through highly qualified inspiring teachers, exemplary principals, and through parents as partners in their child’s education.

Core Values
ACRMA #9 students, staff and community embraces five Alliance core values in establishing the culture of our school:

1. High Expectations For All Students
2. Small Personalized Schools and Classrooms
3. Increased Instructional Time
4. Highly Qualified Principals And Teachers
5. Working with Parents As Partners

The culture of our school, in support of our core values, reflects:

- Appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to acquire meaningful knowledge.
- Recognition that all students can acquire the necessary skills to be lifelong learners and to be ready for college.
- Good will and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself.
- Participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family and community.
- Respect for the dignity of others to the highest ethical standards, recognizing at all persons are equal and avoiding any behavior that would discriminate, belittle, tease, or harass others.

Curriculum and Instructional Methods to Ensure that Standards Are Met
The educational model for curriculum and instruction at Alliance College-Ready Middle Academy #9 is guided by our core values, our beliefs about how learning best occurs and by best practices researched in high performing schools that consistently produce well-educated students prepared to successfully enter and succeed in high school and college. The philosophical base and the organizational structure for Alliance College-Ready Middle Academy #9’s curriculum are student centered and are in accordance with accountability for achieving proficient to advanced performance on core state standards.

The Alliance blended learning model is a mix of learning technologies and interactions resulting in a socially supportive constructive learning experience. It utilizes digital content and instructional technology to create a unique classroom environment, which allows students to grow as independent learners while the teacher focuses on group and targeted, differentiated instruction. The teacher is no longer the sole distribution mode for instruction. To support the Alliance model, the blended learning environment 1) re-thinks the role of the teacher, 2) allows each core teacher to maintain an effective instructional group of 15 students, and 3) maintains our block schedule which fosters an atmosphere of rigor and focus on the core subjects while providing flexibility around elective participation.

Students are issued a laptop daily, participate in in-classroom rotation and are able to fully utilize one
or all of the following learning technologies: distance learning, digital content, online courses and interactive tools.

**BLAST Distance Learning**
Distance Learning is a process to create and provide access to learning when time, distance or both separate the source of information and the learner. Teachers, using video conferencing will be able to co-teach, collaborate or deliver “best practice” lessons. A synchronistic and/or asynchronistic class between campuses leverages human capital. These lessons are then archived in the “Alliance U” for students, teachers and parents to replay and review. Spanish 1 and 2, CAHSEE Prep and Visual Arts are the first distance learning classes for BLAST.

**BLAST Digital Content**
Digital Content is a web-based program that personalizes and differentiates instruction. Students and teachers are able to access content 24/7. Students become highly reflective learners when there is immediate access to formative and summative data. Web-based programs respond to individual student data by personalizing their next series of activities and lessons. Examples of web-based programs that BLAST will use include:

- Revolution Prep
  - Math/English Support, CASHEE Prep, Algebra 1 and Geometry
- CompassLearning Odyssey
  - English 6, 7, 8, Algebra I, Geometry, H. Algebra, Science, Social Studies
- Apex Learning
  - Credit recovery or courses not provided at the site
- Achieve 3000
  - English, Science, Social Studies, Spanish, ELL, Special Ed

**BLAST Online Courses**
For selected courses, time is replaced by required activities completed, proficiency achieved and managed online. Offering online courses expands course offerings at BLAST schools. Online courses can be used for initial credit and credit recovery. Initial course credit offerings at BLAST schools will include: Spanish/Spanish 3, and French 1-3.

**BLAST Interactive Tools**
Interactive tools are a wide range of tools that are effective, efficient, appealing and stored, accessed and exchanged through network computers and information systems. BLAST schools will use:

- Interactive websites.
- Open source (free) textbook publishing.
- Applications (apps) for learning.
- Open-ended response systems.
- Online media editing.
- Online team-based learning.
- Open educational resources.
- Next generation presentation tools.

**College-Readiness for All Students** – We believe that preparation for high school and college-readiness begins in pre-school and kindergarten. All students, including students with a history of under-achievement will learn successfully at high levels and have a fundamental right to high expectations and quality instruction that will prepare them to enter and succeed in college. All students will take and pass middle grade course requirements and be proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in high school and college.
Our students will demonstrate competencies in core academic standards as evidence of readiness for success in high school and college. All students will demonstrate consistent progress towards proficient to advanced performance as measured by California content standards tests and in analysis of student work portfolios in core academic subjects. Students will be expected to take and pass Algebra 1.

Alliance College-Ready Middle Academy #9 maintains a "college going culture" for all students and their families by providing college information materials, including individual college-planning student portfolios, brochures, the Alliance college-readiness web page and other resource materials.

Programs regarding career and college information are presented to students, parents, and community members in parent academies through organizations including Acción, College-Match, and through Alliance College-Bound Counselors in individual and group student counseling. Alliance Parent Academy and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, majors in college, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program and ongoing access to information regarding college outreach programs.

College-readiness and awareness is a priority content focus in daily teacher led advisory groups for all students with the support of Alliance College-Bound Counselors serving as a resource to classroom teachers and principals.

**Personalized Learning Environment** - Students learn best in small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them.

Through our small school of 450 students, ACRMA #9 creates small learning communities where relationships between adults and students are sustained over time ensuring that no child falls through the cracks.

Student learning is personalized so that each student’s individual needs are recognized and met. In the BLAST model, students receive more personalized and individualized instruction that targets students’ learning needs and takes them from where they are takes them forward. Personalized connections between teachers and students are increased through looping where students remain with the same Advisory teacher for the student’s middle school years creating a strong sense of community. Teacher teams sharing responsibility for a group of students, limits daily teacher-student contacts. In grades 6-8 there would be no more than 30 students in the core content classes, increasing teacher time to focus on students as individuals.

Students actively involved in the educational process in the classroom directly affects student learning. In a BLAST classroom, students are engaged with online curriculum, real-time pacing, online communities, and multimedia delivery of instruction - has proven to engage students in a more meaningful way with work that is personalized, targeted to individual skills and paced to meet individual student needs.

**Student Engagement** - Student voice is included in all aspects of the school that directly affect student learning, interests and needs through advisory groups that connect each student with a personal learning team.

All students are well known, supported through advisory groups of 13-15 students. A credentialed teacher serves as advisor and works with the same students from grade 6 through 8th grade. The advisory structure provides a small focused support group to motivate and support each student’s progress. Each student also has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The student mentor may be a teacher, a qualified community leader, a parent volunteer or other member of the staff. The teacher advisor monitors each student’s individual learning plan to address individual interests and needs.

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4 Bill & Melinda Gates Foundation, Making the Case for Small Schools: Size Makes a Difference: 1) Average achievement is higher in small schools 2) Effects of school size are greatest for low in-income and minority students.
**Increased Time for Learning** – All students have sufficient time in school to learn successfully with 180 days of instruction and up to 10 days ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time is structured in longer uninterrupted blocks of time to allow for focused in-depth learning.

Instructional time is increased in Alliance College-Ready Middle Academy #9 with 180 days of instruction and up to 10 days extended learning and a longer instructional day for all students. Daily instructional time is increased to allow for in-depth learning through 7.5 hours of instruction.

Schedules are structured to provide longer uninterrupted blocks of time of up to 120 minutes or double period blocks of time for accelerated math and English language arts.

Increased instructional time for all students, as part of the core program includes time for intervention and/or enrichment to meet individual student learning needs. Students will have access to extended online resources and to replay online courses, and other features technology allows, creating 24/7 learning opportunities.

**English Learners** – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies is provided for all Alliance College-Ready Middle Academy #9 students learning to speak English as a second language and English only students who speak non-standard English.

Second-language learners and non-standard English speakers are expected to demonstrate proficiency in English language development after three years of instruction.

Teachers participate in training to continually develop expertise in focused English language development (ELD) instructional strategies as well as sheltered ELD strategies in core subjects for non-standard English only speakers and students learning to speak English. Digital content used in blended learning classrooms offers more supports for English language learners, such as English as a Second Language (ESL), primary language support, text-to-speech, and replay.

**Instructional Methods** - Students learn best when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. Blended learning provides students with group, project-based, and individualized learning opportunities to better prepare students for college and provides instruction that better meets individual student learning-styles. Students rotate through stations during a two-hour block of instructional time. Students have differentiated, personalized and small group instruction.

Blended Learning uses a rotational model that is different in grades six and seven, than in grade eight. In grades six and seven students learn through the use of two learning stations, Teacher Directed and Individual. BLAST classrooms have two small group learning stations that result in a vibrant, exciting classroom. All students rotate among the stations during a two-hour block schedule, keeping them engaged and involved in their own learning:

- **Teacher-Led Small Group Instruction** Teachers provide direct instruction with individualized attention to a small group of 16 or fewer students.

- **Individualized Online Learning** Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.

In grades six and seven, there are 15 laptops per class or a 2:1 student to laptop ratio. In grade eight students learn through the use of three learning stations; 1. Teacher Directed; 2. Individualized; and 3. Cooperative Projects. In grade eight, there are 30 laptops per class or a 1:1 student to laptop ratio.

Alliance College-Ready Middle Academy #9 students learn at higher levels in classrooms where teaching strategies reflect high expectations for all students. Proficiency in core subject areas is based on grade-level expectations for rigorous standards.
Students apply skills and concepts learned to real world projects, service learning, and community internships that require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning.

Through project based instruction, Alliance College-Ready Middle Academy #9 transforms the learning environment from a system of teacher output and student input to a self directed learning environment in which teachers are facilitators and students are learners and doers.

Alliance College-Ready Middle Academy #9 classrooms engage students in developing clear understandings of criteria for high performance, how to judge and improve their own work – so that students know how good is good enough for proficient and advanced performance.

**Integrated Technology**

Our vision is all students prepared for college and the workplace. The philosophy for curriculum and instruction at Alliance College-Ready Middle Academy #9 is guided by our five core values, our beliefs about how learning best occurs and by best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college.

Students and teachers will have adequate access to technology to use it effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high-performing schools must provide electronic assessment and electronic student portfolio that provide immediate access to student progress data for teachers, students and their parents. Computer equipment will be leased with the option to purchase to reduce cost.

The Alliance has been awarded $5 million dollars in an i3 Federal Innovation Technology Grant called a CollegeYes i3 Grant. These monies will be used to ensure that a project-based learning project using technology is embedded in the science and advisory curricula at ACRMA #9. Student technology leaders will be trained to support these projects. They will be issued an iPad to do their work.

Students will have access to all digital online content 24/7. A target ratio of 2:1 Laptops for sixth and seventh grade students and 1:1 for eighth grade students will be available to have access to use technology as a tool integrated with student learning. Students will use technology to access research information on the Internet, to develop standards-based multimedia projects and presentations and to maintain individual portfolios of their work.

Students actively participate in rigorous standards-based instruction in College-prep coursework. Teachers utilize the Alliance instructional guides and benchmark assessments to measure student success. Teachers also use online digital content assessment results and NWEA [North West Evaluation Association] English usage and reading comprehension plus mathematics, three times per year. Through the collaborative station, students complete projects demonstrating integrated lessons planned and implemented by teachers.

Classroom teachers will be provided a laptop and use consistent data system for managing grades, student performance data, and internal school and network communication with other schools. ACRMA #9 will use a data management system to access individual student and classroom data. Classrooms will be networked with each other, with the school office and with the Alliance for ongoing efficiency in communication and support to schools using Global Scholar and PowerSchool© and, if available, the LAUSD Secondary SIS.

**Principal Leadership** – The Alliance selected an exemplary principal who is a capable instructional leader and entrepreneur in managing resources, whose skills and capacity are developed through in-depth leadership training and through apprenticeship with principals who have demonstrated success in their schools.

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5 Linda Darling-Hammond, Stanford University: 10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning – “One strategy for linking the curriculum to real-world issues is through project-based learning where students are engaged in challenging tasks that involve knowledge and skills from more than one academic discipline. These tasks require students to work independently to solve complex problems, and they culminate in real-world products.”
The Alliance recruited the principal from among the best talented leaders who demonstrate commitment to the belief that all students can learn successfully through professional organizations, local and national school districts, and university graduate school programs.

The principal participates in leadership training for 3 months before the beginning of the school year. Leadership development includes apprenticeship with a successful principal with a track record of successful student results who demonstrates the core values and beliefs of the Alliance. BLAST principals receive training on the online content, technologies, assessments, and instructional methods. BLAST principals receive BLAST professional development monthly in addition to individualized professional development during monthly principal meetings.

**Professional Development and Highly Qualified Teachers** – Students learn best with teachers who are knowledgeable in their subject field; are well trained to deliver rigorous instruction as well as to attend to the diverse needs of each student as an individual. ACRMA #9 teachers work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

Alliance College-Ready Middle Academy #9, led by the principal, recruits highly qualified new and experienced credentialed or university intern teachers who fully meet the No Child Left Behind criteria as highly qualified teachers and who are committed to our core values and beliefs.

Teachers participate in a training and support seminar before the opening of school. BLAST teachers receive training on the online content, technologies, assessments, and instructional methods. BLAST teachers receive BLAST professional development weekly in addition to individualized professional development during quarterly teacher meetings regarding benchmark assessment results. Ongoing professional and personal growth opportunities are provided based on ongoing analysis of student achievement data and student work portfolios as well as teacher identified growth needs and interests.

Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. Alliance College-Ready Middle Academy #9 staff attends and/or conducts professional development activities that support access by students with disabilities to its general education program.

Teachers working together in teams within small learning communities with the same students over two to three years share accountability and responsibility for each student’s academic and personal growth.

Our principal conducts individual teacher performance evaluations based on clear benchmarks for performance. Teachers have the opportunity to participate in performance-enhanced compensation that is determined by student progress, principal performance evaluation, and a teacher peer evaluation committee. Teachers participate in the design of the system.

**Authentic Ongoing Assessment** – Alliance College-Ready Middle Academy #9 provides multiple ongoing opportunities to measure student learning and to inform instruction through real life technology projects, and analysis of online student work portfolios.

An individual personal learning plan is developed and maintained for each ACRMA #9 student, used to identify student needs, interests, and progress towards proficiency on core content standards, proficiency in English language development and college-readiness.

Student learning plans include electronic portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real life project-based learning.

Every 6-8 weeks, Alliance College-Ready Middle Academy #9 administers online Alliance Benchmark Assessments in ELA, math, history, and science. Our online assessments are used to inform teachers and the principal on student progress and effectiveness of instruction. The standards-based assessments developed by Evans Newton, Inc., in conjunction with NWEA MAP Assessment, APEX,
CompassLearning, Achieve 3000, Revolution Prep, and Virtual Nerd formative and summative assessments use Data Director Data Director/Global Scholar Instruct/Brain Honey to score and analyze data on online interim and benchmark assessments in core content standards in reading, math, science, and history/social science. Online interim benchmark assessments inform instruction and provide immediate individual student information on progress towards proficiency on State standards. ACRMA #9 students participate in all mandated standardized assessments.

Alliance College-Ready Middle Academy #9 students participate in all mandated standardized assessments.

**Accountability for Results** – ACRMA #9 principal is responsible and accountable to the school community for the same Title I accountability requirements as other non-charter public schools in California including Adequate Yearly Progress; implementing the core values, beliefs and best practices of the Alliance education model; ensuring that each and every student gets what they need to achieve their individual and school performance goals. Alliance is responsible and accountable for guarantees made to Alliance College-Ready Middle Academy #9 in monitoring progress, documenting and publishing results to the school community and the community of Los Angeles.

Alliance College-Ready Middle Academy #9 principal is hired with an annual renewable contract based on an annual performance evaluation conducted by the Alliance BLAST Vice President. ACRMA #9’s principal is responsible for and has the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.

The Alliance monitors, documents, evaluates and publishes implementation results and student outcome results. Alliance contracts with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, informs parents and the community on the degree to which ACRMA #9 is achieving its stated goals for individual students.

**Academic Courses**
The courses offered at Alliance College-Ready Middle Academy #9 are structured to prepare students to enter and succeed in high school. Teachers are actively involved in shaping and further evolving the courses to provide the most rewarding educational experiences in conjunction with assuring that each student develops proficiency in the California Subject Matter Standards.

Advanced Placement Courses are available at 8th grade in English Language Arts, Math, and Science. Literature will be integrated across the content areas.

<table>
<thead>
<tr>
<th>COURSES</th>
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<th>Grade 7</th>
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<td></td>
<td>• Math Support</td>
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<td>• Math Support</td>
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Alliance College-Ready Middle Academy #9 provides two to three hours of daily instructional time in reading/ language arts and/or mathematics for students needing intervention through academic electives. Our content literacy focus promotes the use of reading and writing across the curriculum for the
acquisition of content knowledge and for real-world applications. Online classroom libraries provide a variety of literature selections of appropriate interest for middle grade students.

**Educating Young Adolescents**

We believe that successful schools for young adolescents must demonstrate a culture that includes the following characteristics:

- **Educators who value working with this age group and are prepared to do so.** Alliance College-Ready Middle Academy #9 provides effective middle level educators who understand the developmental uniqueness of the age group, the curriculum they teach, and effective learning and assessment strategies. They need specific teacher preparation before entering the classroom and continuous professional development as they pursue their careers.

- **Courageous, collaborative leadership.** Alliance College-Ready Middle Academy #9 recruits middle level leaders who understand adolescents, the society, and the theory and practice of middle level education. The principal of Alliance College-Ready Middle Academy #9 influences student achievement and teacher effectiveness by advocating, nurturing, and sustaining an effective instructional program.

- **A shared vision that guides decisions.** All decisions made about the school are guided by a shared vision.

- **An inviting, supportive, and safe environment.** Alliance College-Ready Middle Academy #9 has established an inviting, supportive, and safe campus environment, and a joyful community that promotes in-depth learning and enhances students’ physical and emotional well being where human relationships are paramount.

- **High expectations for every member of the learning community.** Educators and students at Alliance College-Ready Middle Academy #9 hold themselves and each other to high expectations. Our environment develops student and staff confidence that promotes positive attitudes and behaviors and motivates students to tackle challenging learning activities.

**No Child Left Behind**

As required by *No Child Left Behind*, Alliance College-Ready Middle Academy #9 works with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Alliance College-Ready Middle Academy #9 is committed to reducing the education gap for all students. Alliance College-Ready Middle Academy #9 implements all provisions of *No Child Left Behind* that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments.

1. Application for Title I – as a fiscally independent charter school, Alliance College-Ready Middle Academy #9 applies directly to the State of California for Title I funding based on the number of documented low-income students enrolled in the school. Documentation of eligibility is based on one or more of the criteria established by the federal government in Public Law 107-110:
   - Information regarding the number of children eligible to receive medical assistance under the Medicaid program.
   - Information regarding the number of children eligible for free- and reduced-priced lunches.
   - Information regarding the number of children receiving assistance under Calworks (formerly AFDC)

   Given the demographic data (high poverty, low performing, neighboring schools are Title I and are not meeting AYP) of our target communities, ninety-four percent (94%) of our students are eligible and that Alliance College-Ready Middle Academy #9 is eligible and applies for Schoolwide Program designation.

2. Identification of Title I Students – Title I service to eligible students is based on low achievement. Students who are identified by staff as being the most at risk of failing to meet the state student
performance goals. Eligible students are identified at the beginning of the school year as new students enroll. (See low achieving students)

(3) How the Needs of Identified Title I Students Will Be Met – (See low-performing at-risk student; how needs will be assessed and how their needs will be met).

(4) Adherence to all NCLB requirements – As a recipient of Title 1 Funds, Alliance College-Ready Middle Academy #9 agrees to meet all programmatic, fiscal and regulatory requirements of No Child Left Behind that are applicable to charter schools including meeting its Adequate Yearly Progress goal, publicly reporting the school’s academic progress, providing extended learning for students falling behind who need extra help, teacher quality, and participating in all required assessments. Alliance College-Ready Middle Academy #9 will maintain and make available to the district upon request, required documentation to demonstrate compliance with NCLB requirements. Alliance College-Ready Middle Academy #9 will participate in district program reviews of its compliance with federal and state mandates as applicable to charter schools. Public School Choice and Supplemental Educational Services, where applicable.

(5) Open Enrollment for All Students Including Students from Program Improvement Schools as NCLB Part of Public School Choice – Enrollment is open for all students in the state of California whose parents voluntary choose to apply for enrollment with priority to low performing, low income students in the target communities from Program Improvement Schools.

(6) Commitment to NCLB Highly Qualified Teachers and Paraprofessionals
- Teachers hired by Alliance College-Ready Middle Academy #9 meet the NCLB required criteria for "highly qualified teachers.
- Paraprofessionals meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; have obtained an associate or higher degree or; meet a rigorous standard of quality and are able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.
- Parents are informed in writing at the beginning of each school year of their right to know about the qualifications of their child’s teachers, including timely notification if their child is taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

(7) Engagement of parents of participating Title 1 students: includes an annual meeting of Title 1 parents, annual participation in developing and distributing the Alliance College-Ready Middle Academy #9 Parent/School/Student Compact, annual participation in developing the Alliance College-Ready Middle Academy #9 parent involvement plan. (See parent engagement). Note: Alliance College-Ready Middle Academy #9 is eligible for Schoolwide Program Status.

(8) Alliance College-Ready Middle Academy #9 adheres to Title I Accountability Including Adequate Yearly Progress.

**Students with Special Needs**

Alliance College-Ready Middle Academy #9 implements a comprehensive diagnostic testing program for every student upon entrance to the school. The assessment is used to identify learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified, as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented. Alliance College-Ready Middle Academy #9 recognizes that students who are gifted and talented also have special needs and provides appropriate identification and instructional strategies to meet their needs.

I. Students at Risk of Retention
A. Low-achieving Students
In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, Alliance College-Ready Middle Academy #9 implements a strategy based on an Individualized Learning Plan (ILP). All students have such a plan. The following takes place for those specifically identified as low achieving:

1. To identify low-achieving students, all incoming students are given the NWEA short form, the Achieve 3000 and Revolution Prep level set tests.
2. Parents are informed of the student’s academic standing within one week of identification.
3. Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
4. The student receives supplemental support services. In the areas where the student is
struggling most, the classroom teacher as well as online digital content providers to address and offer one-to-one instruction specific individual needs.

5. The student is enrolled in a remediation program to accelerate learning. This is provided during the summer, after school and/or Saturdays.

B. Promotion and Retention of Students

Alliance College-Ready Middle Academy #9 does not endorse social promotion. Alliance College-Ready Middle Academy #9 is committed to helping students achieve the necessary skills to progress from grade to grade yearly. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

Alliance College-Ready Middle Academy #9 has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures include the student progress report based on degree of proficiency and teacher recommendations. Students whose average rubric score classification is “not proficient” on the final student progress report for the academic year are eligible for retention.

The principal and/or teaching staff prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student’s parents, the student’s teachers, and the principal.

Student’s identified for retention must participate in a remediation program (i.e. after-school, tutoring, summer school). The student’s academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

II. English Language Learners

Alliance College-Ready Middle Academy #9 will meet all requirements of federal and state law relative to equal access to the curriculum for those who are English Language Learners (ELL’s). The goal will be to develop high quality instructional programs and services for ELL’s that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

The English language literacy intensive component of the program supports ELL’s through:

- A teaching staff qualified in second language pedagogy.
- An after school and summer school program with a strong language literacy focus.
- Additional bilingual teacher’s aides in the classroom to assist ELL’s in English intensive classes.

Alliance College-Ready Middle Academy #9 offers the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed especially for ESL students. The curriculum content for the sheltered English classes is the same as in the English only classrooms. Achieve 3000 provides additional support where the MacBook Pro will read aloud student's written passage or students can translate the passage into their native language.

To support the environment needed to assure that students needing English as a second language, Alliance College-Ready Middle Academy #9 recruits teachers who have a secondary credential as well as bilingual or ESL endorsements (state authorization to teach ELL’s such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers are trained in appropriate methods for teaching ELL’s at various levels of proficiency. These methods include using bilingual teacher aides and coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for ELL’s.
Alliance College-Ready Middle Academy #9 teachers are trained to use the state English Language Development standards. The LAUSD ELD Handbook is used as a resource guide for curriculum planning. Selected teachers attend appropriate LAUSD training usually offered in the spring. This allows these teachers to become qualified to train other teachers during Alliance College-Ready Middle Academy #9 in-service professional development.

Alliance College-Ready Middle Academy #9 administers the California English Language Development Test (CELDT) to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student’s individual proficiency level and to assess student progress in acquiring English Proficiency according to State Board of Education ELD standards:
- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Non-standard English Speakers
Recognizing that many students at Alliance College-Ready Middle Academy #9 may not be Standard English speakers, many of the same guidelines and programs listed above are followed for them so as to ease their transition into Standard English. Specific strategies include modeling standard English; building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture and recognition of the importance of standard English usage in the world of work and education.

III. Special Education

LAUSD Required Language*Special Education Program
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 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 will now create 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). 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 will 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”).

**LAUSD Required Language: “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 eighteen 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 Welligen, 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:

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

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

**IV. Gifted and Talented Education**

The special needs of identified gifted and talented students is addressed through differentiated classroom instruction and through enrichment programs after school and through partnerships with community colleges. Additionally all the online digital program providers take students from where they are and move them forward. For example, CompassLearning has additional section at the end a section to dig deeper into the topic being studied with enrichment and acceleration. Furthermore, APEX provides a wide variety of online Advanced Placement classes.

**Program Description**

The Alliance College-Ready Middle Academy #9 GATE program provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. GATE funds are used to design and deliver a supplemental differentiated program for individuals or groups of gifted and talented students with special needs. This includes providing a rich academic program that addresses both acceleration and differentiation and continually reviewing student data to increase the number of gifted and talented students.

Our criteria extends beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

**Objectives**

Differentiated curriculum based on the core curriculum is provided during the regular school day through part-time and cluster grouping. Other differentiated learning activities, such as, extended day classes, Saturday seminars, independent study, acceleration, Advanced Placement (AP), honors, or International Baccalaureate (IB) programs and Spanish as a world language.
Alliance College-Ready Middle Academy #9 staff development provides teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs to meet students' needs and provides all parents with information regarding gifted and talented programs and services provided to students. The Alliance website provides links to websites on the Internet related to gifted education and parenting of gifted children.

**Process for Identifying Students As Gifted and Talented**
The identification process begins with a referral by the student's teacher or parent (after consulting with the teacher). A Screening Committee gathers documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The Committee makes a preliminary recommendation for consideration on the eligibility of the student. The recommendation is forwarded to TES for Intellectual Ability testing, for High Achievement or Specific Ability designation. When a decision is made, the parent is notified, in writing, of the student's eligibility.

Categories under which a student may be identified as Gifted include Intellectual Ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers. This category includes those students designated Highly Gifted who score 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as California Achievement Test. Another criterion considered is a GPA of 3.5 or above.

A student may be identified under the category of Specific Academic Ability. These students consistently function for three consecutive years at highly advanced levels in either Total Reading or Total Math on standardized tests such as California Achievement Test. Students in grades 9-12 may also be referred in either science or social science.

**Gifted Education Plan**
Alliance College-Ready Middle Academy #9 sets Clear Expectations for the school community and provides a quality, standards based gifted and talented program that demonstrates academic rigor. Alliance College-Ready Middle Academy #9 provides a description of gifted and talented program to parents at Open House.

The gifted and talented program includes:
* Flexible grouping of students
* Honors programs
* Strategies for the increased enrollment of all sub-groups
* Differentiated instruction in the classroom in all areas of the core curriculum
* Parent involvement
* Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students to reflect a minimum 10% identification rate, to provide professional development for teachers in the instruction of Advanced Placement courses and gifted students, and to provide parent education on strategies to address the needs of gifted and talented students.

**Acceleration**
Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used. Additionally all the online digital program providers take students from where they are and move them forward. For example, CompassLearning has additional section at the end a section to dig deeper into the topic being studied with enrichment and acceleration. Furthermore, APEX provides a wide variety of online Advanced Placement classes.
**Grouping Practices**
Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore grouping placements are flexible for part time flexible periods of time or activities when there are few identified gifted students in school.

**Regular Classroom**
Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms teachers:

- Create an environment that is responsive to learners
- Assess each learner’s knowledge, understanding, and interest
- Integrate the intellectual process including both cognitive and affective abilities
- Differentiate and individualize the curriculum to meet each learner’s needs
- Evaluate learning and teaching, reflecting on the information obtained to adapt the learning plan and improve the program
ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Outcome Goals – Skills, Knowledge, and Attitudes

Alliance College-Ready Middle Academy #9 will be a high performance school that will deliver a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to be prepared for high school. Our measure of success for students enrolled for three years is that:

- 100% of our students will culminate from middle school demonstrating significant progress towards proficient to advanced performance in core content areas
- 100% of students who are continuously enrolled at ACRMA #9 from grades six through eight will be prepared for success in high school

Alliance College-Ready Middle Academy #9 will accomplish its educational mission through clear expectations and an intensive focus on students meeting Grade Level/Subject State Standards in English/language arts, science, math, history/social sciences.

- ACRMA #9 will meet Adequate Yearly Progress goals as required by No Child Left Behind.
- Students who are English Learners will annually increase proficient to advanced levels of fluency in English Language Development by at least 5%.
- Students will annually increase 5 proficient/advanced by at least 5% in Math and Science content standards demonstrating understanding of the use of math and science to become aware of how the universe works.
- Students will annually increase proficient to advanced performance in History/Social Science in understanding of chronological and spatial thinking, research evidence, point of view, and historical interpretation as measured by CST.
- Eighth grade students will be assessed in history/social science and will demonstrate proficiency based on history standards from grades 6, 7, and 8.
- Students will demonstrate an understanding of the place of the arts in society and their lives.
- Students will meet high school readiness requirements including taking and passing Algebra 1.

Alliance College-Ready Middle Academy #9 guarantees a powerful learning experience for each student. Key attributes include:

- Small and personalized learning environment with a school size of 450 students with small learning communities of 150 students where no teacher team works with more than 80 students per day in core content classes and 85 percent of teacher-student time is spent together within that small learning community. In addition, teachers will stay with students for at least two years.
- Each student will be known intensely by at least one adult through advisory groups of 15 students.
- A significant part of learning is accomplished through interdisciplinary projects, bringing real-world applications into the classroom.
- Each student has an individualized learning plan that represents an agreed-to plan by teacher, student, and parent on how the student will learn.
- Every person in the system is held accountable for student success and uses data to appraise improvement efforts.
- Culture of high expectations of the abilities of all students—that all can and will succeed.

In order to best serve our students and community, ACRMA #9 will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes. Understanding that Alliance College-Ready Middle Academy #9 is responsible for following the California State Standards for students in grades 6-8, specific emphasis is placed on those standards, which prepare students for entry into and success in college. These include all or part of the following:
<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
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</table>
| English/Language Arts Standards        | • Students will increase proficiency in reading with comprehension, writing with clarity, speaking with meaning, and possess familiarity with literary works.  
  • Students will develop appreciation for and enjoyment in reading literature for pleasure                                                                                                                                 |
| Mathematics Standards                  | • Students will increase proficiency in understanding the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.                                                                                   |
| Science Standards                      | • Students will increase proficiency in investigation and experimentation, and understanding of the principles of earth, life and physical science.                                                                                |
| History/Social Science Standards       | • Students will increase proficiency in intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, research evidence, and point of view.                               |
| Visual and Performing Arts Standards   | • Students will increase proficiency in a fine or performing art. Students will understand the place of art in society.                                                                                                     |
| Community Service                      | • Students will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts.                                                                            |
| Health Education                       | • Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits.                                  |
# California Content Standards

The core curriculum for ACRMA #9 students is based on the specific standards in core content areas.  
**English Language Arts Standards, Grades 6 - 8**

## Grade 6 English Language Arts

### Reading

**Word Analysis, Fluency, and Systematic Vocabulary Development**

**Word Recognition**

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

**Vocabulary and Concept Development**

1.2 Identify and interpret figurative language and words with multiple meanings.

1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).

### Reading Comprehension (Focus on Informational Materials)

**Structural Features of Informational Materials**

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

2.2 Analyze text that uses the compare-and-contrast organizational pattern.

**Comprehension and Analysis of Grade-Level-Appropriate Text**

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

**Expository Critique**

2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

2.7 Make reasonable assertions about a text through accurate, supporting citations.

2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

### Literary Response and Analysis

**Structural Features of Literature**

3.1 Identify the forms of fiction and describe the major characteristics of each form.

**Narrative Analysis of Grade-Level-Appropriate Text**

3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

3.3 Analyze the influence of setting on the problem and its resolution.

3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).

3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

**Literary Criticism**

3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).
Writing

Writing Strategies

Organization and Focus
1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
1.2 Create multiple-paragraph expository compositions:
   a. Engage the interest of the reader and state a clear purpose.
   b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
   c. Conclude with a detailed summary linked to the purpose of the composition.
1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology
1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision
1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Writing Applications (Genres and Their Characteristics)

2.1 Write narratives:
   a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
   b. Include sensory details and concrete language to develop plot and character.
   c. Use a range of narrative devices (e.g., dialogue, suspense).
2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):
   a. State the thesis or purpose.
   b. Explain the situation.
   c. Follow an organizational pattern appropriate to the type of composition.
   d. Offer persuasive evidence to validate arguments and conclusions as needed.
2.3 Write research reports:
   a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
   b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
   c. Include a bibliography.
2.4 Write responses to literature:
   a. Develop an interpretation exhibiting careful reading, understanding, and insight.
   b. Organize the interpretation around several clear ideas, premises, or images.
   c. Develop and justify the interpretation through sustained use of examples and textual evidence.
2.5 Write persuasive compositions:
   a. State a clear position on a proposition or proposal.
   b. Support the position with organized and relevant evidence.
   c. Anticipate and address reader concerns and counterarguments.

Written and Oral English Language Conventions

Sentence Structure
1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar
1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation
1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Capitalization
1.4 Use correct capitalization.
**GRADE 6 ENGLISH LANGUAGE ARTS**

**Spelling**
1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there*).

**Listening and Speaking Strategies**

**Comprehension**
1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
1.3 Restate and execute multiple-step oral instructions and directions.

**Organization and Delivery of Oral Communication**
1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

**Analysis and Evaluation of Oral and Media Communications**
1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

**Speaking Applications (Genres and Their Characteristics)**

2.1 Deliver narrative presentations:
   a. Establish a context, plot, and point of view.
   b. Include sensory details and concrete language to develop the plot and character.
   c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).

2.2 Deliver informative presentations:
   a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
   b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

2.3 Deliver oral responses to literature:
   a. Develop an interpretation exhibiting careful reading, understanding, and insight.
   b. Organize the selected interpretation around several clear ideas, premises, or images.
   c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

2.4 Deliver persuasive presentations:
   a. Provide a clear statement of the position.
   b. Include relevant evidence.
   c. Offer a logical sequence of information.
   d. Engage the listener and foster acceptance of the proposition or proposal.

2.5 Deliver presentations on problems and solutions:
   a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
   b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.
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<tr>
<th>Reading</th>
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<tbody>
<tr>
<td><strong>Word Analysis, Fluency, and Systematic Vocabulary Development</strong></td>
</tr>
<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
</tr>
<tr>
<td>1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.</td>
</tr>
<tr>
<td>1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</td>
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<tr>
<td>1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</td>
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<tr>
<td><strong>Reading Comprehension (Focus on Informational Materials)</strong></td>
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<tr>
<td><strong>Structural Features of Informational Materials</strong></td>
</tr>
<tr>
<td>2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).</td>
</tr>
<tr>
<td>2.2 Locate information by using a variety of consumer, workplace, and public documents.</td>
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<td>2.3 Analyze text that uses the cause-and-effect organizational pattern.</td>
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<tr>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
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<td>2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.</td>
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<tr>
<td>2.5 Understand and explain the use of a simple mechanical device by following technical directions.</td>
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<tr>
<td><strong>Expository Critique</strong></td>
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<tr>
<td>2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</td>
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<tr>
<td><strong>Literary Response and Analysis</strong></td>
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<td><strong>Structural Features of Literature</strong></td>
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<td>3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</td>
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<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong></td>
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<tr>
<td>3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</td>
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<tr>
<td>3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</td>
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<tr>
<td>3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</td>
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<tr>
<td>3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</td>
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<tr>
<td><strong>Literary Criticism</strong></td>
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<td>3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.</td>
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<td>1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</td>
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<td>1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</td>
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<td>1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.</td>
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<td>1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.</td>
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<td>1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.</td>
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<td>1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</td>
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<td><strong>Evaluation and Revision</strong></td>
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<td>1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</td>
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<td><strong>Writing Applications (Genres and Their Characteristics)</strong></td>
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<td>2.1 Write fictional or autobiographical narratives:</td>
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<td>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</td>
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<tr>
<td>b. Develop complex major and minor characters and a definite setting.</td>
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## Grade 7 English Language Arts

- **c.** Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

### 2.2 Write responses to literature:
- **a.** Develop interpretations exhibiting careful reading, understanding, and insight.
- **b.** Organize interpretations around several clear ideas, premises, or images from the literary work.
- **c.** Justify interpretations through sustained use of examples and textual evidence.

### 2.3 Write research reports:
- **a.** Pose relevant and tightly drawn questions about the topic.
- **b.** Convey clear and accurate perspectives on the subject.
- **c.** Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).
- **d.** Document reference sources by means of footnotes and a bibliography.

### 2.4 Write persuasive compositions:
- **a.** State a clear position or perspective in support of a proposition or proposal.
- **b.** Describe the points in support of the proposition, employing well-articulated evidence.
- **c.** Anticipate and address reader concerns and counterarguments.

### 2.5 Write summaries of reading materials:
- **a.** Include the main ideas and most significant details.
- **b.** Use the student's own words, except for quotations.
- **c.** Reflect underlying meaning, not just the superficial details.

### Written and Oral English Language Conventions

#### Sentence Structure

- **1.1** Place modifiers properly and use the active voice.

#### Grammar

- **1.2** Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- **1.3** Identify all parts of speech and types and structure of sentences.
- **1.4** Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

#### Punctuation

- **1.5** Identify hyphens, dashes, brackets, and semicolons and use them correctly.

#### Capitalization

- **1.6** Use correct capitalization.

#### Spelling

- **1.7** Spell derivatives correctly by applying the spellings of bases and affixes.

### Listening and Speaking

#### Comprehension

- **1.1** Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- **1.2** Determine the speaker's attitude toward the subject.
- **1.3** Respond to persuasive messages with questions, challenges, or affirmations.

#### Organization and Delivery of Oral Communication

- **1.4** Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- **1.5** Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
- **1.6** Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

#### Analysis and Evaluation of Oral and Media Communications

- **1.7** Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- **1.8** Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

### Speaking Applications (Genres and Their Characteristics)

- **2.1** Deliver narrative presentations:
### Grade 7 English Language Arts

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

2.2 Deliver oral summaries of articles and books:
- a. Include the main ideas of the event or article and the most significant details.
- b. Use the student's own words, except for material quoted from sources.
- c. Convey a comprehensive understanding of sources, not just superficial details.

2.3 Deliver research presentations:
- a. Pose relevant and concise questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries).
- d. Cite reference sources appropriately.

2.4 Deliver persuasive presentations:
- a. State a clear position or perspective in support of an argument or proposal.
- b. Describe the points in support of the argument and employ well-articulated evidence.

### Grade 8 English Language Arts

#### Reading

**Word Analysis, Fluency, and Systematic Vocabulary Development**

**Vocabulary and Concept Development**

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.

1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

**Reading Comprehension (Focus on Informational Materials)**

**Structural Features of Informational Materials**

2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

2.2 Analyze text that uses proposition and support patterns.

**Comprehension and Analysis of Grade-Level-Appropriate Text**

2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

2.5 Understand and explain the use of a complex mechanical device by following technical directions.

2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

**Expository Critique**

2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

#### Literary Response and Analysis

**Structural Features of Literature**

3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

**Narrative Analysis of Grade-Level-Appropriate Text**

3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
### Grade 8 English Language Arts

| 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. |
| 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. |

#### Literary Criticism

| 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach) |

#### Writing Applications (Genres and Their Characteristics)

| 2.1 Write biographies, autobiographies, short stories, or narratives: |
| a. Relate a clear, coherent incident, event, or situation by using well-chosen details. |
| b. Reveal the significance of, or the writer's attitude about, the subject. |
| c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). |

| 2.2 Write responses to literature: |
| a. Exhibit careful reading and insight in their interpretations. |
| b. Connect the student's own responses to the writer's techniques and to specific textual references. |
| c. Draw supported inferences about the effects of a literary work on its audience. |
| d. Support judgments through references to the text, other works, other authors, or to personal knowledge. |

| 2.3 Write research reports: |
| a. Define a thesis. |
| b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. |
| c. Use a variety of primary and secondary sources and distinguish the nature and value of each. |
| d. Organize and display information on charts, maps, and graphs. |

| 2.4 Write persuasive compositions: |
| a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). |
| b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. |
| c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. |

| 2.5 Write documents related to career development, including simple business letters and job applications: |
| a. Present information purposefully and succinctly and meet the needs of the intended audience. |
| b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). |

| 2.6 Write technical documents: |
| a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. |
| b. Include all the factors and variables that need to be considered. |
| c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension. |

#### Writing

##### Writing Strategies

#### Organization and Focus

| 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. |
| 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. |
| 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. |

#### Research and Technology

| 1.4 Plan and conduct multiple-step information searches by using computer networks and modems. |
| 1.5 Achieve an effective balance between researched information and original ideas. |

#### Evaluation and Revision

| 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. |

#### Written and Oral English Language Conventions

##### Sentence Structure

| 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style. |
| 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items...
### Grade 8 English Language Arts

Juxtaposed for emphasis.
1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

**Grammar**
1.4 Edit written manuscripts to ensure that correct grammar is used.

**Punctuation and Capitalization**
1.5 Use correct punctuation and capitalization.

**Spelling**
1.6 Use correct spelling conventions.

### Listening and Speaking

**Listening and Speaking Strategies**

**Comprehension**
1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

**Organization and Delivery of Oral Communication**
1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
1.7 Use audience feedback (e.g., verbal and nonverbal cues):
   a. Reconsider and modify the organizational structure or plan.
   b. Rearrange words and sentences to clarify the meaning. Analysis and Evaluation of Oral and Media Communications
1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

**Speaking Applications (Genres and Their Characteristics)**
2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
   a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
   b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
   c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
2.2 Deliver oral responses to literature:
   a. Interpret a reading and provide insight.
   b. Connect the students' own responses to the writer's techniques and to specific textual references.
   c. Draw supported inferences about the effects of a literary work on its audience.
   d. Support judgments through references to the text, other works, other authors, or personal knowledge.
2.3 Deliver research presentations:
   a. Define a thesis.
   b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
   c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
   d. Organize and record information on charts, maps, and graphs.
2.4 Deliver persuasive presentations:
   a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
   b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
   c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
   d. Maintain a reasonable tone.
2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.
### Grade 6 Mathematics

#### Number Sense

Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:

1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.

1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (\( \frac{a}{b} \), \( a:b \), \( a \) to \( b \)).

1.3 Use proportions to solve problems (e.g., determine the value of \( N \) if \( \frac{4}{7} = \frac{N}{21} \), find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.

**Students calculate and solve problems involving addition, subtraction, multiplication, and division:**

2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.

2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., \( \frac{5}{8} \div \frac{15}{16} = \frac{5}{8} \times \frac{16}{15} = \frac{2}{3} \)).

2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.

2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).

#### Algebra and Functions

Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:

1.1 Write and solve one-step linear equations in one variable.

1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.

1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.

1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.

**Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:**

2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).

2.2 Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.

2.3 Solve problems involving rates, average speed, distance, and time.

**Students investigate geometric patterns and describe them algebraically:**

3.1 Use variables in expressions describing geometric quantities (e.g., \( P = 2w + 2l \), \( A = \frac{1}{2}bh \), \( C = pd \) - the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).

3.2 Express in symbolic form simple relationships arising from geometry.
# Grade 6 Mathematics

## Measurement and Geometry

Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:

1.1 Understand the concept of a constant such as \( p \); know the formulas for the circumference and area of a circle.

1.2 Know common estimates of \( p \) (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.

1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base x height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

## Statistics, Data Analysis, and Probability

Students compute and analyze statistical measurements for data sets:

1.1 Compute the range, mean, median, and mode of data sets.

1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.

1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.

1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.

## Students use data samples of a population and describe the characteristics and limitations of the samples:

2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.

2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.

2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.

2.4 Identify data that represent sampling errors and explain why the sample (and the display) might be biased.

2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.

## Students determine theoretical and experimental probabilities and use these to make predictions about events:

3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.

3.2 Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).

3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if \( P \) is the probability of an event, \( 1 - P \) is the probability of an event not occurring.

3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.

3.5 Understand the difference between independent and dependent events.

## Mathematical Reasoning

Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

## Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.6 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.7 Make precise calculations and check the validity of the results from the context of the problem.

## Students move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.
### Number Sense

**Students know the properties of, and compute with, rational numbers expressed in a variety of forms:**

1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

1.4 Differentiate between rational and irrational numbers.

1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

1.6 Calculate the percentage of increases and decreases of a quantity.

1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

### Students use exponents, powers, and roots and use exponents in working with fractions:

2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.

2.2 Add and subtract fractions by using factoring to find common denominators.

2.3 Multiply, divide, and simplify rational numbers by using exponent rules.

2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.

2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

### Algebra and Functions

**Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:**

1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).

1.2 Use the correct order of operations to evaluate algebraic expressions such as 3(2x + 5)/2.

1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.

1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.

1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

**Students interpret and evaluate expressions involving integer powers and simple roots:**

2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

**Students graph and interpret linear and some nonlinear functions:**

3.1 Graph functions of the form y = nx2 and y = nx3 and use in solving problems.

3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).

3.3 Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio (“rise over run”) is called the slope of a graph.

3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

**Students solve simple linear equations and inequalities over the rational numbers:**

4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.
Grade 7 Mathematics

Measurement and Geometry
Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:
1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).
1.2 Construct and read drawings and models made to scale.
1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:
2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.
2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.
2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.
2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or [1 ft²] = [144 in²], 1 cubic inch is approximately 16.38 cubic centimeters or [1 in³] = [16.38 cm³]).

Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:
3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.
3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.
3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.
3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.
3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.
3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).

Statistics, Data Analysis, and Probability
Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:
1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.
1.2 Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).
1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Mathematical Reasoning
Students make decisions about how to approach problems:
1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.
1.3 Determine when and how to break a problem into simpler parts.

Students use strategies, skills, and concepts in finding solutions:
2.1 Use estimation to verify the reasonableness of calculated results.
2.2 Apply strategies and results from simpler problems to more complex problems.
### Grade 7 Mathematics

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
2.4 Make and test conjectures by using both inductive and deductive reasoning.
2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.8 Make precise calculations and check the validity of the results from the context of the problem.

**Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:**
3.1 Evaluate the reasonableness of the solution in the context of the original situation.
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

### Grade 8 Algebra 1

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student will develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and will be used in a wide variety of problem-solving situations.

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:
1.1 Students use properties of numbers to demonstrate whether assertions are true or false.
2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
3.0 Students solve equations and inequalities involving absolute values.
4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as 3(2x-5) + 4(x-2) = 12.
5.0 Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
6.0 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph 2x + 6y = 4). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by 2x + 6y < 4).
7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.
8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.
11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
14.0 Students solve a quadratic equation by factoring or completing the square.
15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.
19.0 Students know the quadratic formula and are familiar with its proof by completing the square.
20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
21.0 Students graph quadratic functions and know that their roots are the x-intercepts.
22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will...
## Grade 8 Algebra 1

Intersect the x-axis in zero, one, or two points.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument:

24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

24.2 Students identify the hypothesis and conclusion in logical deduction.

24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

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## Grade 8 Geometry (for eligible students)

The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.

2.0 Students write geometric proofs, including proofs by contradiction.

3.0 Students construct and judge the validity of a logical argument and give counter examples to disprove a statement.

4.0 Students prove basic theorems involving congruence and similarity.

5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.

6.0 Students know and are able to use the triangle inequality theorem.

7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.

10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.

14.0 Students prove the Pythagorean theorem.

15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.

16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.

17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.

18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, \( \tan(x) = \frac{\sin(x)}{\cos(x)} \), \( (\sin(x))^2 + (\cos(x))^2 = 1 \).

19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles.

21.0 Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.

22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.
### Historical and Social Sciences Analysis Skills

The intellectual skills below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

#### Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

#### Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

#### Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.
### World History and Geography: Ancient Civilizations

**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.
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### Grade 6: History/Social Science

2. State the key differences between Athenian, or direct, democracy and representative democracy. 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*. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

3. Outline the founding, expansion, and political organization of the Persian Empire. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

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

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.
### 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

### 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

### 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

### 7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
5. Describe the importance of written and oral traditions in the transmission of African history and culture.
### Grade 7 History/Social Science

#### 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.

2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.

3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.

4. Trace the development of distinctive forms of Japanese Buddhism.

5. Study the ninth and tenth centuries’ golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu’s *Tale of Genji*.

6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

#### 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).

5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).

6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

#### 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.

3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

4. Describe the artistic and oral traditions and architecture in the three civilizations.

5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations’ agricultural systems.
Grade 7: History/Social Science

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.

4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.9 Students analyze the historical developments of the Reformation.

1 List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).

2 Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

3 Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.

4 Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.

5 Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).

6 Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.

7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).

3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.

5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.
### United States History and Geography: Growth and Conflict

#### 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

#### 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

#### 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebel-lion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

### Grade 8: History/Social Science

#### 8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.
1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
### Grade 8: History/Social Science

2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

#### 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

4. Examine the importance of the great rivers and the struggle over water rights.

5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

#### 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

2. Discuss the abolition of slavery in early state constitutions.

3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.

5. Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

#### 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858),

5. Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

6. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

7. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.
8. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.
1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).
## Science Standards, Grades 6 – 8

### Grade 6: Focus on Earth Science

<table>
<thead>
<tr>
<th><strong>Plate Tectonics and Earth's Structure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:</td>
</tr>
<tr>
<td>a. <strong>Students know</strong> 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.</td>
</tr>
<tr>
<td>b. <strong>Students know</strong> Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.</td>
</tr>
<tr>
<td>c. <strong>Students know</strong> lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.</td>
</tr>
<tr>
<td>d. <strong>Students know</strong> that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.</td>
</tr>
<tr>
<td>e. <strong>Students know</strong> major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.</td>
</tr>
<tr>
<td>f. <strong>Students know</strong> how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.</td>
</tr>
<tr>
<td>g. <strong>Students know</strong> 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.</td>
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<thead>
<tr>
<th><strong>Shaping Earth's Surface</strong></th>
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<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>a. <strong>Students know</strong> water running downhill is the dominant process in shaping the landscape, including California's landscape.</td>
</tr>
<tr>
<td>b. <strong>Students know</strong> rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.</td>
</tr>
<tr>
<td>c. <strong>Students know</strong> beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.</td>
</tr>
<tr>
<td>d. <strong>Students know</strong> earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.</td>
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</table>

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<thead>
<tr>
<th><strong>Heat (Thermal Energy) (Physical Science)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>a. <strong>Students know</strong> 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.</td>
</tr>
<tr>
<td>b. <strong>Students know</strong> that when fuel is consumed, most of the energy released becomes heat energy.</td>
</tr>
<tr>
<td>c. <strong>Students know</strong> 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).</td>
</tr>
<tr>
<td>d. <strong>Students know</strong> heat energy is also transferred between objects by radiation (radiation can travel through space).</td>
</tr>
</tbody>
</table>
**Energy in the Earth System**

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 Science)**

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. *Students know* matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.

b. *Students know* populations of organisms can be categorized by the functions they serve in an ecosystem.

c. *Students know* different kinds of organisms may play similar ecological roles in similar biomes.

d. *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**

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**

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).
### Grade 7: Focus on Life Science

#### Cell Biology

All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:

- **a. Students know** cells function similarly in all living organisms.
- **b. Students know** the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
- **c. Students know** the nucleus is the repository for genetic information in plant and animal cells.
- **d. Students know** that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
- **e. Students know** cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
- **f. Students know** that as multicellular organisms develop, their cells differentiate.

#### Genetics

A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:

- **a. Students know** the differences between the life cycles and reproduction methods of sexual and asexual organisms.
- **b. Students know** sexual reproduction produces offspring that inherit half their genes from each parent.
- **c. Students know** an inherited trait can be determined by one or more genes.
- **d. Students know** plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
- **e. Students know** DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

#### Evolution

Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:

- **a. Students know** both genetic variation and environmental factors are causes of evolution and diversity of organisms.
- **b. Students know** the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
- **c. Students know** how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
- **d. Students know** how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
- **e. Students know** that extinction of a species occurs when the environment changes and that the adaptive characteristics of a species are insufficient for its survival.
- **d. Students know** that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
  - on the geologic time scale.
- **e. Students know** fossils provide evidence of how life and environmental conditions have changed.
- **f. Students know** how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
- **g. Students know** how to explain significant developments and extinctions of plant and animal life.
Grade 7: Focus on Life Science

**Investigation and Experimentation**

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. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.

c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.

d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth’s plates and cell structure).

e. Communicate the steps and results from an investigation in written reports and oral presentations.

**Structure and Function in Living Systems**

The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:

a. **Students know** plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.

b. **Students know** organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.

c. **Students know** how bones and muscles work together to provide a structural framework for movement.

d. **Students know** how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.

e. **Students know** the function of the umbilicus and placenta during pregnancy.

f. **Students know** the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.

g. **Students know** how to relate the structures of the eye and ear to their functions.

**Physical Principles in Living Systems (Physical Science)**

Physical principles underlie biological structures and functions. As a basis for understanding this concept:

a. **Students know** visible light is a small band within a very broad electromagnetic spectrum.

b. **Students know** that for an object to be seen, light emitted by or scattered from it must be detected by the eye.

c. **Students know** light travels in straight lines if the medium it travels through does not change.

d. **Students know** how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.

e. **Students know** that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.

f. **Students know** light can be reflected, refracted, transmitted, and absorbed by matter.

g. **Students know** the angle of reflection of a light beam is equal to the angle of incidence.

h. **Students know** how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).

i. **Students know** how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.

j. **Students know** that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.

Grade 8: Focus on Physical Science
**Motion**
The velocity of an object is the rate of change of its position. As a basis for understanding this concept:

a. *Students know* position is defined in relation to some choice of a standard reference point and a set of reference directions.
b. *Students know* that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
c. *Students know* how to solve problems involving distance, time, and average speed.
d. *Students know* the velocity of an object must be described by specifying both the direction and the speed of the object.
e. *Students know* changes in velocity may be due to changes in speed, direction, or both.
f. *Students know* how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

**Forces**
Unbalanced forces cause changes in velocity. As a basis for understanding this concept:

a. *Students know* a force has both direction and magnitude.
b. *Students know* when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
c. *Students know* when the forces on an object are balanced, the motion of the object does not change.
d. *Students know* how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
e. *Students know* that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
f. *Students know* the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
g. *Students know* the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

**Structure of Matter**
Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:

a. *Students know* the structure of the atom and know it is composed of protons, neutrons, and electrons.
b. *Students know* that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
c. *Students know* atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
d. *Students know* the states of matter (solid, liquid, gas) depend on molecular motion.
e. *Students know* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
f. *Students know* how to use the periodic table to identify elements in simple compounds.
Earth in the Solar System (Earth Science)
The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:

a. Students know galaxies are clusters of billions of stars and may have different shapes.
b. Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
e. Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Reactions
Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:

a. Students know reactant atoms and molecules interact to form products with different chemical properties.
b. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
c. Students know chemical reactions usually liberate heat or absorb heat.
d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
e. Students know how to determine whether a solution is acidic, basic, or neutral.

Chemistry of Living Systems (Life Science)
Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:

a. Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.
b. Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.
c. Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

Periodic Table
The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:

a. Students know how to identify regions corresponding to metals, nonmetals, and inert gases.
b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.
c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

Density and Buoyancy
All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:

a. Students know density is mass per unit volume.
b. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
c. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
d. Students know how to predict whether an object will float or sink.

Investigation and Experimentation
Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this
Grade 8: Focus on Physical Science

concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Plan and conduct a scientific investigation to test a hypothesis.
b. Evaluate the accuracy and reproducibility of data.
c. Distinguish between variable and controlled parameters in a test.
d. Recognize the slope of the linear graph as the constant in the relationship \( y = kx \) and apply this principle in interpreting graphs constructed from data.
e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure x area, volume = area x height).
g. Distinguish between linear and nonlinear relationships on a graph of data.
Calendar and Bell Schedule – Attendance Requirements
ACRMA #9 operates on a 180-day single-track non year-round schedule and provides up to 10 days of extended learning time including after school, Saturdays, and during the summer.

Calendar 2013-2014

<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>Ending Date</th>
<th>Holidays and Breaks</th>
<th>Professional Dev. Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Instruction</td>
<td>Instruction</td>
<td>Labor Day</td>
<td>9/213</td>
</tr>
<tr>
<td>Begins</td>
<td>Ends</td>
<td>Veterans’ Day</td>
<td>11/11/13</td>
</tr>
<tr>
<td>Monday,</td>
<td>Friday</td>
<td>Thanksgiving</td>
<td>11/28 – 11/29/13</td>
</tr>
<tr>
<td>August 5, 2013</td>
<td>June 6, 2014</td>
<td>Winter Break</td>
<td>12/16/13 – 1/3/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martin L. King Day</td>
<td>1/20/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presidents Day</td>
<td>2/17/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring Break</td>
<td>3/24 – 3/28/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memorial Day</td>
<td>5/26/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7/29/13– 8/2/13</td>
</tr>
</tbody>
</table>

(6 days New Teachers 4 days All Teachers Stipend)

The school instructional day begins at 7:45 a.m. and ends at 3:30 p.m., for a total of 400 instructional minutes per day. Extended learning time is scheduled after school, on Saturdays or during the summer for special needs and intervention support. ACRMA #9 will submit a Bell Schedule to LAUSD annually by November.

Daily Schedule, 2013 - 2014

Guiding Principles

Minimize teacher: student contacts

- 150 students per team
- 80 students per teacher, per regular day in core content classes

Increase instructional time

- 120 minutes per core instructional period

Personalized learning through:

- Regular structured advisory groups (4x per wk)
- Personalized groupings (15)

Provide consistent time for teacher planning and professional development.

- Daily conference period per teacher
- Weekly professional development 2 hours each Wednesday
- Academic Electives provide time for accelerated learning or enrichment

NOTE:

- 25 class size using PE teacher - 50 students per PE period, (25 from each teacher on conf at same time).
- Conference periods need to scheduled to coincide with PE
- Conference periods scheduled away from beginning of day allow for orderly opening.
- Weekly Professional Development provides time for team, curricular, or total school learning community development.
- Students in English Immersion will receive instruction using sheltered English strategies within English courses.
Sample Student Schedule
(6 periods per week)

<table>
<thead>
<tr>
<th>6th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>English Language Arts/ESL Core</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Elective: English Language Arts or Math (Enrichment or Acceleration) or Visual/Performing Arts</td>
</tr>
<tr>
<td>Period 3</td>
<td>Math Core</td>
</tr>
<tr>
<td>Period 4</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>Grade 6 Advisory</td>
</tr>
<tr>
<td>Period 5</td>
<td>History/Social Science: World History/Ancient Times</td>
</tr>
<tr>
<td>Period 6</td>
<td>PE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Math or Algebra</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Elective: English Language Arts or Math (Enrichment or Acceleration) or Visual/Performing Arts</td>
</tr>
<tr>
<td>Period 3</td>
<td>English Language Arts/ESL</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>Grade 7 Advisory</td>
</tr>
<tr>
<td>Period 4</td>
<td>History / Social Science: World History- Medieval Early Times</td>
</tr>
<tr>
<td>Period 5</td>
<td>P.E.</td>
</tr>
<tr>
<td>Period 6</td>
<td>Life Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>English Language Arts/ESL</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Elective: English Language Arts or Math (Enrichment or Acceleration) or Visual/Performing Arts</td>
</tr>
<tr>
<td>Period 3</td>
<td>Algebra or Geometry</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>Grade 8 Advisory</td>
</tr>
<tr>
<td>Period 5</td>
<td>History/Social Science: US History Geography</td>
</tr>
<tr>
<td>Period 6</td>
<td>Physical Science</td>
</tr>
</tbody>
</table>

Advisory Groups*
Student voice is included in all aspects of the school that directly affects student learning, interests and needs through a structure of advisory groups that connect each student with a personal learning team and ensure that no student falls through the cracks.

All students in grades 6 - 8 are well known and students are supported through advisory groups of 15-20 students. A credentialed teacher serves as advisor and works with the same students from grade 6 through graduation. The advisory structure provides a small focused support group to motivate and support each student’s progress. Each student also has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The teacher advisor monitors each student’s individual learning plan to address individual interests and needs.

Creating a College-Going Culture
Development of a college-going culture begins with all incoming sixth grade students through advisory groups, parent engagement and throughout schoolwide activities. The question at ACRMA #9 is not “Are you going to college?” but “Which college are you going to attend?”
College Study Skills – Advisory curriculum includes direct development of study skills to prepare our students to be independent learners through the use of study skills materials and though a visiting college student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.
College Orientation – Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom to motivate interest in finding out about college.

College-Campus Visits – Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs through “Got College” with Families and Schools (FIS) and Mother/Daughter and Father/Son partnership programs with community colleges and California State Universities.

Process for Selecting Curriculum, Materials, Instructional Activities
Curriculum, materials, and instructional activities are selected based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on state standards, readiness to meet A-G course requirements in high school, and preparing students to graduate ready for college.

Each pupil in the school has sufficient current textbooks and access to digital content in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

Each spring, the principal, in consultation with the staff, identifies areas of need and order texts and materials for the following year.

Instructional activities are developed in alignment with the stated goals and measurable student outcomes of Alliance College-Ready Middle Academy #9. The principal and the teachers participate in common planning and lesson study to continually design and improve rigorous instructional activities that require critical thinking, reflect high expectations for students, and provide opportunities for students to apply their skills and knowledge to real world situations.

Accountability for Results
The principal has primary responsibility and accountability to the school community for implementing the core values, beliefs, curriculum, instruction and best practices of the Alliance education model insuring that each and every student gets what they need to achieve their individual and school performance goals. The Alliance is responsible and accountable for guarantees made to Alliance College-Ready Middle Academy #9 in providing operational and management services, monitoring academic progress, documenting and publishing results to the school community and the community of Los Angeles.

The principal has been hired with an annual renewable contract based on annual performance evaluation conducted by the Alliance President/CEO. The principal is responsible for and has the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.

The Alliance monitors, documents, evaluates and publishes implementation results and student outcome results. The Alliance will contract with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, informs parents and the community on the degree to which Alliance College-Ready Middle Academy #9 is achieving its stated goals for individual students.

The principal of Alliance College-Ready Middle Academy #9 is accountable for demonstrating progress towards and meeting Adequate Yearly Progress goals as required by No Child Left Behind.

Mission and Enabling Metrics for Accountability
Weighted metrics for Alliance College-Ready Middle Academy #9, all Alliance schools, and the Alliance home office are linked to performance compensation incentives and consequences to measure progress are as follows:

**Alliance Principal Performance Evaluation Metrics**

**Goals:** The Alliance system for evaluating the school principal has three goals:
1. To promote the principal’s professional growth as school leader.
2. To support the continuous improvement of the education program in the school.
3. To make decisions on continuing employment of the principal.

To achieve these goals, Alliance College-Ready Public Schools has designed an annual review cycle that actively involves the principal, the Chief Academic Officer and the President and relies on data from multiple sources. The system is linked to the Alliance and school goals so that the principal shares with the Alliance for College-Ready Public Schools accountability for the mission and enabling goals as shown in Table 1 and Table 2.
Table 1: Mission Metrics for Alliance Schools

PRINCIPAL EFFECTIVENESS METRICS

Alliance Principal Effectiveness Framework, 2011-12

Student Achievement Growth 60%
Leadership 40%

Student Achievement Growth
- Student Growth Percentile
- Academic Performance Index (API)
- Adequate Yearly Progress (AYP)
- Graduation Rate
- Annual ELL Redesignation Rate
- College-Readiness Indicator 1
- College-Readiness Indicator 2
- College-Readiness Indicator 3
- College Acceptance

Leadership 40%
- Leadership Framework Rubric
- ValEd 360 Stakeholder Survey
- Parent Satisfaction Survey
### Table 2: Enabling Metrics for Alliance Schools

#### 2011-12 Principal Overall Effectiveness Scorecard

<table>
<thead>
<tr>
<th>Principal Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal Effectiveness Measures</th>
<th>Score (1-4)</th>
<th>Weight</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Practice and Behavior (40%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Evaluation Based on Leadership Rubric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculation: Average of each domain, then average of all domains</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) 1.00-3.28</td>
<td>(2) 3.29-3.59</td>
<td>(3) 3.60-3.99</td>
<td>(4) 4.00-5.00</td>
</tr>
<tr>
<td>Val-Ed Stakeholder 360 Feedback (Survey)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Leadership Score:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) 1.00-3.28</td>
<td>(2) 3.29-3.59</td>
<td>(3) 3.60-3.99</td>
<td>(4) 4.00-5.00</td>
</tr>
<tr>
<td>Parent Satisfaction (Survey)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Satisfaction with 80% Return Rate:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) &lt;79%</td>
<td>(2) 80-84%</td>
<td>(3) 85-86%</td>
<td>(4) &gt;86%</td>
</tr>
<tr>
<td>School-Wide Student Achievement Growth (15%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Student Growth Percentile (SGP) Score Based on CA Standards Tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) &lt;24th Percentile</td>
<td>(2) 25th-49th Percentile</td>
<td>(3) 50th-74th Percentile</td>
<td>(4) &gt;75th Percentile</td>
</tr>
<tr>
<td>Academic Performance Index (API) Targets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School (CA Avg = 778)</td>
<td>High School (CA Avg = 742)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) &lt;650</td>
<td>(2) 651-724</td>
<td>(3) 725-799</td>
<td>(4) &gt;800</td>
</tr>
<tr>
<td>(1) &lt;650</td>
<td>(2) 651-724</td>
<td>(3) 725-799</td>
<td>(4) &gt;800</td>
</tr>
<tr>
<td>Adequate Yearly Progress (AYP) % of Targets Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) &lt;49%</td>
<td>(2) 50-74%</td>
<td>(3) 75-89%</td>
<td>(4) &gt;90%</td>
</tr>
<tr>
<td>Culminating/Graduation Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School: % of grade 8 students continuously enrolled and culminating (passing Alg 1 and English with a grade of C or higher)</td>
<td>High School: % of grade 12 students continuously enrolled in Alliance school and graduating in four years (Alliance 2011 avg = 53%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) &lt;69%</td>
<td>(2) 70-79%</td>
<td>(3) 80-89%</td>
<td>(4) &gt;90%</td>
</tr>
<tr>
<td>Annual ELL Redesignation Rate</td>
<td>(CA 2010 avg = 12%</td>
<td>LAUSD 2010 avg = 15%</td>
<td>Alliance 2011 avg = 22%</td>
</tr>
<tr>
<td>(1) &lt;9%</td>
<td>(2) 10-14%</td>
<td>(3) 15-21%</td>
<td>(4) &gt;22%</td>
</tr>
<tr>
<td>College-Readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School: % of grade 8 students earn proficient/advanced score on English Language Arts and Algebra 1 California Standards Tests</td>
<td>High School: % of students who enroll in at least one Advanced Placement (AP) course and take the exam by the time they graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) &gt;59%</td>
<td>(2) 60-69%</td>
<td>(3) 70-79%</td>
<td>(4) &gt;80%</td>
</tr>
<tr>
<td>College-Readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School: % of grade 8 students pass Alliance mock California High School Exit Exam</td>
<td>High School: % of seniors pass at least one AP exam (score &gt;3) at any point in high school (also known as AP Equity and Excellence rate: CA 2010 avg = 22.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) &gt;44%</td>
<td>(2) 45-59%</td>
<td>(3) 60-74%</td>
<td>(4) &gt;75%</td>
</tr>
<tr>
<td>College-Readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School: % of grade 8 students meeting ACT EXPLORE college-readiness score in reading, English, and math</td>
<td>High School: % of students meeting ACT or SAT college-readiness indicator score in reading, English, and math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) &lt;9%</td>
<td>(2) 10-19%</td>
<td>(3) 20-29%</td>
<td>(4) &gt;30%</td>
</tr>
<tr>
<td>College Acceptance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School: % of grade 8 students who pass all courses with C or better</td>
<td>High School: % of graduates accepted to 4-year colleges (Alliance 2011 avg = 75%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) &lt;69%</td>
<td>(2) 70-79%</td>
<td>(3) 80-89%</td>
<td>(4) &gt;90%</td>
</tr>
</tbody>
</table>

### Overall Effectiveness Rating:
- [ ] Entry (1.5 – 1.9)
- [ ] Developing (2.0 – 2.4)
- [ ] Achieving (2.5 – 2.9)
- [ ] Effective (3.0 – 3.5)
- [ ] Highly Effective (3.6 – 4.0)

Percentage is the incentive compensation potential value of this goal.

Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.

**Annual Yearly Progress (AYP)**
AYP is a statewide accountability system mandated by the No Child Left Behind Act of 2001, which requires each state to ensure that all schools and districts make Adequate Yearly Progress. Alliance College-Ready Middle Academy #9 is committed to meeting all AYP criteria for both schoolwide and subgroups. ACRMA #9 will analyze AYP performance annually.

Program Improvement (PI)
According to the Federal Guidelines for NCLB Program Improvement School Requirements, any school that has not made AYP for 2 consecutive years will be in Program Improvement Year 1. Alliance College-Ready Public Schools follows the guidelines set forth by NCLB Program improvement. “Although a direct-funded charter school is considered to be its own LEA (CA ED Code Section 47636(a)(1)), the school will be subject to the PI provisions that apply to schools and not LEAs.” The entity that authorizes a direct-funded or locally funded charter school has responsibility to oversee accountability requirements if the school is identified as PI. (May 31, 2005) As such Alliance College-Ready Public Schools assumes the responsibilities that a charter school authorizer must assume when a charter school is identified as PI including the following:

- Promptly inform parents of each child enrolled in the school of the school’s PI status, the reason for the PI identification, what the school is doing to improve student achievement, and how parents can be involved in addressing the academic issues that led to the identification. The notification should include the school choice option of returning to the home public school. A sample parent notification letter for Year 1 PI charter schools is available on the CDE Web site.
- Ensure that the school is receiving technical assistance to revise its school plan. The plan must be revised within three months of PI identification and much cover a two-year period.
- Review the revised school plan through a peer review process and approve the school plan.
- Take corrective actions in Year 3 and appropriate restructuring modifications in Year 4.
- Ensure that the school complies with the professional development requirements. PI schools must set-aside 10% of their Title I allocation for professional development for teachers and other school staff.

As the charter authorizer, Alliance College-Ready Public Schools is responsible in general for holding charter schools accountable to the Title I, Part A, parent involvement provisions, and the highly qualified requirements for teachers and paraprofessionals.
**ELEMENT 3 – MEANS TO ASSESS PUPIL PROGRESS**

**LAUSD Specific Language *Testing**

Alliance College-Ready Middle Academy #9 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.

**Assessment Tools to Measure Student Outcomes**

Using the State Standards, Alliance College-Ready Middle Academy #9 has clearly defined what students should know in each core subject at each grade/course level. These measurable student outcomes are based on the content of the curriculum and serve as the basis to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students are able to demonstrate proficiency when measured against multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress. The assessment measures include but are not limited to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Mandated Standardized Tests (Content Standards Tests, CELDT, CAHSEE)</td>
<td>Annually, Spring</td>
</tr>
<tr>
<td>Academic Performance Index</td>
<td>Annual</td>
</tr>
<tr>
<td>Interim School Wide Student Assessments (Edusoft)</td>
<td>Quarterly (every 10 weeks)</td>
</tr>
<tr>
<td>NWEA (North West Evaluation Association) English usage and reading comprehension, as well as mathematics</td>
<td>Three times per year</td>
</tr>
<tr>
<td>Analysis of Student Projects</td>
<td>Quarterly (every 10 weeks)</td>
</tr>
<tr>
<td>Student Progress Reports</td>
<td>Quarterly (every 10 weeks)</td>
</tr>
<tr>
<td>Student Diagnostic Survey</td>
<td>After registration and enrollment in school</td>
</tr>
<tr>
<td>Ongoing Classroom Teacher Assessments</td>
<td>Daily, Weekly, Final Exams in 9th Wk ea Qtr</td>
</tr>
<tr>
<td>Student Conduct Records</td>
<td>Every 5 weeks</td>
</tr>
</tbody>
</table>

**State Mandated Tests**

Alliance College-Ready Middle Academy #9 will meet all statewide standards and conduct pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. The assessment structure includes, in addition to other standards-based and performance-based assessment tools such as the SAT standardized tests, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance College-Ready Middle Academy #9 will test independently of LAUSD. Alliance College-Ready Middle Academy #9 conducts assessments and standardized testing of students with disabilities using state and District guidelines for modifications and adaptations.

**Ongoing Interim Assessment** *(Appendix O)*

On-going assessment and evaluation of educational outcomes are vital in determining if the educational purposes are attained. The first step in the assessment process is the collection of data and information. The student achievement data routinely gathered and analyzed include:

- Results from regularly scheduled assessments given in core academic subjects (at 5 weeks and 10 weeks and at 20 weeks for final semester grades).
- In classroom departmental placement and final exams (prior to issuing 10 and 20 week reports).
- Results from CST and Advanced Placement Exams.
Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Data informs our decisions regarding the need to continue, modify, improve, to add or to discontinue instructional strategies.

**Analysis of Student Work**
Under the leadership of the principal, teachers regularly use a wide range of assessment information to modify curriculum and instruction and to improve student achievement. Teachers, in collaboration with the Alliance, develops and implements an efficient, student performance data gathering and reporting system to benchmark student performance using multiple measures of assessment and data gathering.

**Data Gathering**
As data is gathered, the faculty and the Alliance begin the task of analysis to measure progress towards the school’s selected objectives. Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

<table>
<thead>
<tr>
<th>Data to Be Gathered By</th>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing the lessons teachers are delivering and the nature of student participation in classroom activities.</td>
<td>To measure effectiveness of instruction. Data is used to inform professional development needs.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Classroom Curriculum and Instruction Walk-throughs</td>
<td>To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices</td>
<td>Weekly</td>
</tr>
<tr>
<td>Interviewing students about their courses of study.</td>
<td>Connect with individual students on their progress towards meeting graduation and college-requirements to develop student awareness of their progress and to assist them with maintaining their individual portfolio.</td>
<td>Ongoing in advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.</td>
</tr>
<tr>
<td>Conducting student case studies.</td>
<td>To learn how individual students and their families are affected by our instructional program and to learn about how they feel their needs are being met.</td>
<td>Selected students reflecting low and high achievement.</td>
</tr>
<tr>
<td>Shadowing/Accompanying students during their school day.</td>
<td>To experience a school day from the perspective of individual students and to insure that our school maintains a student centered focus.</td>
<td>Ongoing, at least once every 5 weeks.</td>
</tr>
<tr>
<td>Using Rubrics and Benchmarks to calibrate teacher assessments of student work projects</td>
<td>To insure consistency of high expectations in determining criteria for proficient student work.</td>
<td>Ongoing as part of weekly professional development</td>
</tr>
<tr>
<td>Using Electronic Pupil Portfolios as part of data collection</td>
<td>To measure student progress towards meeting graduation and college-entrance requirements</td>
<td>Annual, June</td>
</tr>
<tr>
<td>Analyzing the results of parent and student surveys.</td>
<td>To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.</td>
<td>Annual, Spring</td>
</tr>
</tbody>
</table>

**Student Placement**
All students as they enter the school are given a series of diagnostic survey assessments. These indicate needs to be met as part of the student’s Individualized Learning Plan and the student’s English Language status. Results of initial diagnostic testing for entering grade 8 students determine student placement in Algebra or Geometry and determine students’ need for intervention electives and tutoring in math and English language arts. Objective, written tests and teacher recommendation and student participation in student-led self review conferences are used to evaluate student progress and their need for more individualized help to reach the required proficiency in grade level standards. All students have access to the grade level core curriculum. Students at risk participate in an extended learning program to provide more time for learning and to accelerate their progress. All students are eligible to take all classes,
including Advanced Placement. Students who show a continued lack of progress are served as detailed under No Child Left Behind and/or the Special Education section depending on individual student needs.

**Student Progress Reports**
Our school issues student progress reports every 10 weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final exams are used to determine student performance. Student course grades to meet culmination requirements are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our PowerSchool data system. Parents of students performing below/far below proficient performance are required to participate in a scheduled parent conference to discuss the parents’ and the teachers’ individual learning plan to improve their child’s performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

**Academic Performance Index (API)**
One of the major indicators of the success of the educational program at Alliance College-Ready Middle Academy #9 is the API. The purpose of the API is to measure the academic performance and growth of schools. A school’s score or placement on the API is an indicator of the school’s performance level and growth as measured by how well the school is moving towards target goals. Alliance College-Ready Middle Academy #9 will meet the following API growth targets:

- Our API score after five years of performance will be 730, higher than the average score of neighboring middle and high schools.
- Our schoolwide and subgroup API growth score will meet or exceed the growth target of 5% improvement towards a score of 800 as established by the CA Department of Education based on our first year API base score.
- Our schoolwide and subgroup growth score will improve by at least 5 points annually until we reach or exceed a score of 800.
- The standardized testing participation rate will be at least 95%.

**Factors That Influence Academic Achievement**
Alliance College-Ready Middle Academy #9 carefully monitors both the process and outcome of its program in three areas that influence academic achievement and growth: Student Conduct, Parent Involvement, and Professional Development.

<table>
<thead>
<tr>
<th>Factors that Influence Achievement</th>
<th>Measurable Expected Outcomes</th>
<th>Measurement Tools</th>
</tr>
</thead>
</table>
| **Student Conduct**              | • Average daily attendance rate of at least 95%  
• Tardies continually decrease each year  
• Suspensions/expulsions decrease every year  
• Mediation referrals decrease | Teacher and school records |
| **Student Health**                | • Practice good personal hygiene  
• Participate regularly in physical education activities  
• Demonstrate healthy physical, mental and social habits and attitudes | Teacher observation  
Attendance rate  
Annual Physical Performance Assessment |
| **Parent Involvement**            | • 90% will attend ongoing parent-teacher conferences  
• 75% will join the Parent Association  
• Parent attendance at special programs, festivals and forums will increase annually | School records |
| **Professional Development**      | • 100% participation in annual two-week program held prior to opening of school each year and at ongoing professional development programs during the year. | School records |
| **Teacher Performance**           | • Knowledge of curriculum  
• Competence in pedagogy | • Student Test Scores  
• Annual Principal |
Factors that Influence Achievement

<table>
<thead>
<tr>
<th>Factors that Influence Achievement</th>
<th>Measurable Expected Outcomes</th>
<th>Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Attitude</td>
<td>• Effective teaching strategies.</td>
<td>Evaluations</td>
</tr>
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<td></td>
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<td>• Annual Staff Self-Evaluations.</td>
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<td></td>
<td></td>
<td>• Parent/Student Surveys</td>
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<tr>
<td>Financial Solvency</td>
<td>• No deficit in the operation budget after the initial three years of operation (this time frame allows for start up costs).</td>
<td>• Annual Audit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forecast/Budgets</td>
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</tbody>
</table>

Longitudinal Analysis of Progress
Results from the academic assessments, data collection records, evaluations, stakeholder surveys and interviews are collected, analyzed, reported, published, and distributed to the school community, interested members of the community at large and the Alliance as part of an annual progress and program audit. The annual audit is used to determine student progress overtime and the quality of programs of Alliance College-Ready Middle Academy #9.

WASC Accreditation
Alliance has a proven track record of supporting its middle and high schools with the WASC accreditation process. Alliance schools have scheduled their initial WASC review in the spring of their first year in operation or the fall of their second year. All Alliance schools have earned successful WASC review results (APPENDIX W) of the maximum of an initial three years when not yet fully offering grades 9-12 and six years full accreditation once they are fully enrolled through grade 12.

Alliance Director of College Counseling oversees the WASC process and UC course approval process. Alliance Vice Presidents of School Families, support schools in preparing the school Self-Study for the WASC process.
PUBLIC OPERATING PRINCIPLES

Alliance College-Ready Middle Academy #9 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 District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Alliance College-Ready Middle Academy #9 will comply with the Brown Act, as it may be amended from time to time including posting Alliance College-Ready Middle Academy #9 Board of Directors schedule of quarterly meetings, posting meeting notices and agendas at least 72 hours in advance and recording actions of the board. Alliance College-Ready Middle Academy #9 posts meeting notices and agendas 72 hours in advance of the meeting via email; via posting in school office in a visible location and posts minutes recording board action via email, on school website and in school main office. Alliance College-Ready Middle Academy #9 maintains a board record book of meeting agendas and minutes. Agendas and minutes are provided in English and Spanish. All Alliance College-Ready Middle Academy #9 Board of Directors meetings are open to the public. Quarterly ACRMA #9 Board of Directors holds meetings. Alliance College-Ready Middle Academy #9 shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of ethnicity, national origin, religion, gender, sexual orientation, or disability, or any other characteristics that are contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

LAUSD-Specific Language *Members of the Alliance College-Ready Middle Academy #9’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

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

Grievance Procedure for Parents and Students

Alliance College-Ready Middle Academy #9 (ACRMA #9) 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 ACRMA #9 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ACRMA #9 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

ACRMA #9 will adopt and will 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.

Grievance Procedure for Parents and Students

ACRMA #9 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 ACRMA #9 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ACRMA #9 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

ACRMA #9 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.

ACRMA #9 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.

Alliance College-Ready Middle Academy #9 implements the following:

1. Designate one certificated person to coordinate compliance with federal laws, specifically, Title IX and Section 504.
2. Adopt and publicize its internal grievance procedures and
3. Notify parents, students, and employees of its nondiscrimination policy.

**LAUSD-Specific Language *LAUSD Charter Policy***
The Alliance College-Ready Middle Academy #9 Charter School 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.

**Organization Development Team**
The Alliance, a non-profit charter management organization and holder of record of the charter developed Alliance College-Ready Middle Academy #9. Parents who are meaningfully interested in enrolling their children in the school participate as members of the school development team. The organization has assembled an impressive leadership team that has a clear vision and experience in launching and managing new schools, as well as critical operational and finance expertise. Judy Burton is the President/CEO of the Alliance. As a former Local District Superintendent in LAUSD, she has demonstrated successful leadership capacity in working with schools and has earned the trust and credibility of the education community. As one can see below, the Alliance Board of Directors includes some of the most knowledgeable community individuals in Los Angeles, including a former Mayor of Los Angeles, successful business, education, and community leaders, the president of California State University, Los Angeles and former president of Occidental College.

**LAUSD-Specific Language *Responding to Inquiries***
Alliance College-Ready Middle Academy #9 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. Alliance College-Ready Middle Academy #9 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.

**LAUSD-Specific Language *Notifications***
Notification is to be made to the Innovation and 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 Alliance College-Ready Middle Academy #9.

**Audit and Inspection of Records**
Alliance College-Ready Middle Academy #9 agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Alliance College-Ready Middle Academy #9 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, monitor the fiscal condition of ACRMA #9.
- The District is authorized to revoke this charter for, among other reasons, the failure of ACRMA #9 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 ACRMA #9 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 school financial information,
• The school’s debt structure,
• Governance policies, procedures and history,
• The recording and reporting of attendance data,
• The school’s enrollment process,
• Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements.

ACRMA #9 shall cooperate fully with such audits and to 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.

In addition, if an allegation of waste, fraud or abuse related to ACRMA #9 operations is received by the District, ACRMA #9 shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

Board of Directors, Alliance
Alliance College-Ready Middle Academy #9 is a subsidiary of the Alliance. Alliance’s goal is to provide a consistent comprehensive 6-8 and 9-12 charter public school educational program throughout our Alliance schools. The affairs of ACRMA #9 are managed and its powers exercised under the ultimate jurisdiction of the Alliance of Board of Directors. The Alliance Board appoints three of its members as directors of the ACRMA #9 Board of Directors. ACRMA #9 operates in alignment with the sponsorship and charter authorization of Los Angeles Unified School District. ACRMA #9 abides by current published, communicated and defined LAUSD policy for charter schools. ACRMA #9 and/or its non-profit corporation are solely responsible for the debts and obligations of the charter school.

The Alliance Board has a maximum of 30 members. The voting Alliance Board members serve 3-year renewable terms. Board members may be nominated by any member of the Alliance Board and will be elected by a simple majority of current board members.

Current Alliance Board members are:

• **Tony Ressler (Chair):** Partner and co-founder of Ares Mgmt. LLC. Co-founder Apollo Mgmt. Founding member of the Board of Painted Turtle, a camp serving children with life threatening illnesses. Board member of the Center for Early Education and former executive committee member of LEARN.

• **Alan Arkatov:** Chief Strategy Officer for Rogers & Associates, provides senior level counsel to the agency’s clients, including First Five California, WellPoint and the California Endowment.

• **Frank E. Baxter (Co-Chairman):** Chairman Emeritus of the global investment bank Jefferies and Company Inc. He returns to the Alliance board, which he chaired, after serving as ambassador to Uruguay from November 2006 to January 2009.

• **Judy Burton:** President and CEO Alliance College-Ready Public Schools

• **David S. Cunningham, III:** Los Angeles Superior Court judge. Prior to assuming the position as a Superior Court judge, Mr. Cunningham was a principal in the firm of Meyers Nave Riback Silver & Wilson.

• **Luis de la Fuente:** Associate Director for New Business Development at the Broad Foundation and former associate at McKinsey & Company in Florham Park, N.J.

• **David I. Fisher:** Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company. Trustee Emeritus of the J. Paul Getty Trust and trustee of many Boards including Harvard-Westlake School and the UCLA School of Public Policy.

• **Cecil R. House:** Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company, as well as an officer and director of numerous affiliated companies.

• **Stewart Kwoh:** President and Executive Director, Asian Pacific American Legal Center.
• **Harry Levitt**: Managing Director of MullinTBG. Partner and business developer in a national executive benefits consulting firm with offices in Los Angeles, Chicago and New York.

• **Meyer Luskin**: C.E.O. and chair of Scope Industries, formerly a public company. The Company recycles waste food into an animal feed ingredient.

• **Richard Merkin, M.D.**: CEO and founder of Heritage Provider Network. Pioneered the development of medical networks responsive to the changing health care marketplace throughout California.

• **Neal Millard**: Partner, Los Angeles Office, White and Case, LLP. Practices in the area of finance, representing foreign and domestic financial institutions. Adjunct professor of law at the University of Southern California Law School.

• **Gayle Miller (Secretary)**: Co-Founder of the Go AlongSide Foundation that provides a values-based curriculum to inner-city schools. Retired President of Anne Klein II.

• **Theodore R. Mitchell**: President/CEO, NewSchools Venture Fund. Former President of Occidental College. Former Dean of UCLA Graduate School of Education. Former Senior Advisor to Mayor Riordan.

• **Dale Okuno**: Creator and CEO E-Z Data, Inc.

• **William Ouchi**: Saford and Betty Sigoloff Professor in Corporate Renewal, UCLA. Former Chief of Staff to Mayor Riordan. Former Chair of LEARN Board of Directors.

• **Richard Riordan**: Former Mayor of Los Angeles. Founder of the Riordan Foundation that provides computers and books to increase literacy in elementary schools.

• **Virgil Roberts**: Managing Partner of the law firm of Bobbitt & Roberts. Former Chair of LAAMP and the California Community Foundation Boards of Directors.

• **Darline Robles, PhD.**: Professor Rossier School of Education, University of Southern California and Former Superintendent of LACOE.

• **Araceli Ruano**: Attorney and community leader dedicated to education, arts and environmental issues. Senior vice president and director of the California office of the Center for American Progress.

• **Fred Simmons**: Private Investment Manager for Freeman Spogli & Co., a private equity firm dedicated exclusively to investing with management in retail, direct marketing and distribution companies.

• **Eva Stern**: Clinical social worker and educator with a broad based perspective of educational reform that emphasizes the need for engaging students, teachers, and the community.

• **Ronald Sugar, Dr.**: Chairman Emeritus of Northrop Grumman Corporation.

• **Harold Williams**: President Emeritus and former CEO of the J. Paul Getty Trust. Former Chair of the S.E.C. Former Dean of UCLA School of Management.

• **C. Frederick Wehba**: Chairman of BentleyForbes and standing member of the firm’s Executive Committee.

**School Board of Directors**

ACRMA #9, a subsidiary of the Alliance, has been incorporated as a 501(c) 3 non-profit public benefit corporation as part of the Alliance as with all charter schools created, owned and operated by the Alliance. The Alliance, a 501 (c) 3, non-profit public benefit corporation, owns and operates the charter as a charter management organization. The eight-voting-directors of the School Board of Directors includes the Alliance
President/CEO, five members of the Alliance Board (Judy Burton, Harold Williams, Gayle Miller, Darline Robles, and Araceli Ruano) appointed by the existing Alliance Board, the principal, one teacher, one parent and one non-voting LAUSD representative and meet quarterly and operates in accordance with the Brown Act, its Articles of Incorporation and its Bylaws as established by the School Board of Directors.

Alliance President /CEO will be recused under Government Code 1090 and the Political Reform Act from discussion and voting on decisions related to contracts, financial dealings, and transactions between ACRMA #9 and the Alliance nonprofit organization entities that effect at least $25,000 or more.

The principal and teacher serving on the school board of directors are required to annually sign a Conflict of Interest statement and are required to recuse themselves from any discussion or voting that has any impact on their compensation or benefits. (APPENDIX V, Conflict of Interest)

The Parent Advisory Council consists of monthly community wide meetings that all parents, community and staff are welcome to attend in a Townhall meeting format. All are welcome. All school wide topics of interest related to achieving the school’s goals. (This should not be confused with LAUSD’s typical rule driven advisory council practices). There are no elections or elected officers. Parents who also participate as members of the Parent Association are actively involved in daily and weekly on-campus activities that support school events, facilitate parent engagement and work as regular volunteers. The Parent Association recommends topics for discussion or presentation at monthly school advisory council meetings.

The ACRMA #9 Board of Directors, the school administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of Alliance College-Ready Middle Academy #9 including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like.

The School Board of Directors is responsible for providing fiscal accountability by approving and monitoring the budget. The School Board of Directors help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and fundraising, and overseeing that school resources are managed effectively. This goal is to be accomplished primarily through hiring, training, supporting, reviewing the performance of, and if necessary, dismissing the administrative staff.

One LAUSD representative has the opportunity to sit on the School Board of Directors as a, non-voting member. All management powers not specifically designated to the Alliance Board or the School Board are delegated to the principal, who answers directly to the School Board. The LAUSD representative has the opportunity to facilitate communications and mutual understanding between ACRMA #9 and LAUSD. As the entity with ultimate oversight responsibility, LAUSD is provided with an annual programmatic and fiscal audit. The programmatic audit includes a summary of major decisions and policies established by the School Board of Directors during the year. The annual audit abides by current audit guidelines established by the State of California for K-12 public schools.

There are no plans to modify the governance structure described in this petition. ACRMA #9 provides the LAUSD Charter Office with a copy of the articles of incorporation, bylaws and board members of the Alliance and School Boards of Directors at the time of incorporation, the articles of incorporation and bylaws for ACRMA #9 Board of Directors and the Alliance Board of Directors, as the parent non-profit corporation, does not conflict with this charter and any changes made to these documents that materially alter the charter must first be approved through the District’s charter amendment process in order to be in effect.

School Advisory Council

ACRMA #9 has a School Advisory Council, consisting of the principal, elected parents, teachers, classified staff, the student body president, and local community members. The School Advisory Council meets monthly and provides suggestions and recommendations to the principal on day-to-day operations and issues including, but not limited to budgeting, curriculum, school policies, school/community participation, and the general direction of ACRMA #9. The council meets at the school site. The location of the meeting at the school site is in Room #TBD.
Business and Operations Management
The Alliance provides services including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. The Alliance monitors adherence to the charter process and any applicable law. The Los Angeles County Office of Education (LACOE) receives and forwards public funds for ACRMA #9 directly to the Alliance accounting system, which will be used in financial operations. The Alliance assures that the accounting system for ACRMA #9 follows generally accepted accounting principles.

Parent Engagement
Parents have a right to choose to send their children to excellent high performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. ACRMA #9 understands the importance of active parent involvement in the education of their children.

Parents of ACRMA #9 students are meaningfully and actively engaged in their children’s education. Parents are responsible and accountable for supporting their children’s learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering.

- Parents are actively engaged in the development of the school as members of the initial school development team and as members of the ongoing School Advisory Council.
- Parents of participating Title 1 students participate in an Annual ACRMA #9 Title 1 meeting. ACRMA #9 applied for and obtained the status Schoolwide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children’s education.
- After the enrollment of a student, each parent and each student meets with the principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child’s individual learning plan towards college readiness.
- Parents participate in a minimum of 4 Parent Education Academies each year.
- Each parent, their child and the school participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of ACRMA #9.
- Each parent, the student and their teacher advisor participate in developing an Individual Student Learning Plan, based on an initial assessment, student interests and needs. Parents are responsible and accountable for committing to volunteering time to support the school and to participate as parent mentors.
- ACRMA #9 seeks to establish partnerships with effective parent engagement leaders such as Families-in-Schools which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings with individual classroom teachers, with the student’s instructional team and with the student's advisor. These meetings are held on a regular basis,
- Individual parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- An active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.

The school makes every effort to fully inform parents as to the curriculum offered and their child’s progress. In addition to representation on the School Advisory Council, an ACRMA #9 Parent Association serves to address issues regarding parent/teacher/student relations.

Parent Association
The ACRMA #9 Parent Association provides an ongoing opportunity for two-way communication between parent constituents and the school. The Parent Association has a voice in the School Advisory Council through the parent representative and convenes regularly in Room #TBD to give input into the continuous program implementation and improvement process. The creation of this association is optional, depending on parent leaders, as it is an additional parent association.

Community Engagement
ACRMA #9 also understands that if the school is to be effective, it must be part of the community. To that end, the Alliance employs a Director of Parent/Community Engagement who reports to the Alliance Vice
President of Instruction. The Director of Parent/Community Engagement provides service for Alliance principals to support Alliance schools in representing the interests of the community

- The Alliance Director of Parent/Community Engagement and the principal involve the community in the school. Students are encouraged and required to perform community service as part of their graduation requirements.

- Members of the community at large are solicited to serve in the school in various functions. A mentoring program is part of the program, with these community members serving as the mentors. In addition a job shadowing program, using community resources is initiated for 7th and 8th grade students. An attempt is made to provide each student, as they transition from the 7th to the 8th grade with an internship program within the community.

- Community resources, such as parks, libraries, athletic and classroom facilities are part of the school. ACRMA #9 believes that by using community facilities, it becomes an integral member of the community in which it is located

- **Organization Chart**
An Alliance College-Ready Middle Academy #9 believes that all persons are entitled to equal employment opportunity. ACRMA #9 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.

Alliance College-Ready Middle Academy #9 shall not discriminate against any employee on the basis of ethnicity, national origin, religion, gender, sexual orientation, marital status, disability, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

ACRMA #9 adheres to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All employees must furnish or be able to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing.
- Fingerprinting for a criminal record check.
- Applicants will be required to provide a full disclosure statement regarding prior criminal record.
- Prior to the first day of work for every employee, ACRMA #9 will process all background checks through the Department of Justice.
- Documents establishing legal status.
- Principal and applicants for employment will be required to provide a full disclosure regarding relationships that would be considered nepotism prior to employment.

**Employment Eligibility Requirements**

**Background Check**

Any candidate selected to fill a position at an Alliance school is required to complete a background investigation by using the *Live Scan Service Request* form. This form allows the candidate to go to any live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Since the Alliance has been authorized by the Department of Justice to receive background response information, the DOJ sends the applicant's background investigation results directly to Alliance Secure Mail Server System.

The Director of Human Resources is the only confidential employee of the non-profit corporation Alliance College-Ready Public Schools, with access to this information. Alliance is the employer of the Director of HR. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Director of Human Resources who determines if there are any convictions that would disqualify the applicant from employment.

**Teaching Credential Verification**

All teacher candidates are required to present their original teaching credential document and to provide a copy of the front and back of the document. The credential document is verified with the California Commission on Teacher Credentialing. The applicant’s credential subject authorization must meet state and NCLB requirements to teach the subject that he/she is being hired to teach. Since the Alliance supports the employment of university intern eligible candidates, we work very closely with the university to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and NCLB requirements, and that the applicant is able to complete the teaching credential program within two years.

**Employee Recruitment**

Various resources are used to recruit and hire the most qualified candidates to fill, both classified and certificated positions, including partnering with teacher recruitment organizations, local universities, and utilizing various online job search tools. The principal interviews and selects their school's faculty and staff. All candidates are screened, formally interviewed and expected to complete a background check, as
described below. Every employee is formally evaluated at least once a year by the principal or assistant principal. Formal evaluations provide an opportunity for administrators to not only determine if the employee is meeting their expectations, but to also develop and provide a clear improvement plan when needed. All staff members have due process rights that include a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary. (APPENDIX T)

Due Process is defined, policy is described, and steps of corrective action are delineated.

I. Due Process
Employee will have due process rights that include:
• Right to just cause discipline and dismissal.
• Right to mediation and a fair hearing, if necessary, with the President and School Board of Directors.

A. Definition
Just cause discipline will be exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy
1. Most workplace performance problems will be handled by informal discussion and counseling between the principal and the employee. Just cause discipline will be applied when more formal action is required.
2. It is the school’s policy and practice that discipline be progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee’s record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action
1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
   a. Initial written warning
   b. Subsequent or additional written warning(s)
   c. Final written warning, which may include a suspension without pay
   d. Termination
2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

II. Complaint Procedures
• A Complaint is a claim by the Employee that this Agreement has been violated with respect to that employee.
• Should such a complaint arise, the following procedure shall be the Employee’s sole and exclusive remedy with respect to that complaint. Complaint procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality.
• If an employee has a complaint, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.
• If the good faith effort is unsuccessful, the employee has the right to engage in the following complaint procedure.

Step 1
An Employee having a complaint shall present the complaint in writing to the Principal within 10 calendar days of the event or condition giving rise to the complaint. Failure to file a complaint in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the complaint is not resolved within 14 calendar days of receipt by the Principal, the complaint shall be deemed denied and the employee may proceed to Step 2.

Step 2
The Employee shall notify the President of the School Board of Directors, in writing, that a complaint is pending. Each party to the complaint (Employee and Principal) shall select two members of the five-member School Board of Directors to constitute a Complaint Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or is considered an interested party due to a conflict of interest, the nominating party may make another choice. Board members who are interested parties will excuse themselves from complaint proceedings, if such members have a conflict of interest in the subject of the proceedings.
The five-member Complaint board shall meet within 35 days of receipt of the complaint notification. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses, to the Complaint Board. A decision as established by a majority vote of the members of the School Board of Directors / Complaint Board is final. Failure to appear before the Complaint Board will be taken as a waiver of all rights under the complaint procedure.

A written decision made by the Complaint Board will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical. If the complaint is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

Due Process
All staff members have due process rights (see APPENDIX T) that include:
- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing.
- Right to appeal before a free state arbitrator (offered to small school districts).
- Right to binding arbitration conducted by a paid arbitrator.

TB Verification
Candidates are required to submit current TB verification. TB verifications are required to reflect negative results for active tuberculosis and are required to be no older than 60 days from the date the candidate is hired for employment. All Alliance school employees are required to submit TB verification every four years.

Work Agreements
Employees’ job duties and work basis are negotiated in individual contracts. General job descriptions have been developed for the administrative staff; teachers, other certificated staff, office personnel, and classified staff. Salaries are competitive with those of local LAUSD.

Nepotism Policy
ACRMA #9 complies with conflict of interest laws that apply to all public entities per Government Code section 1090.

Administrative Structure
The principal is the initial school site administrator until an assistant principal is selected. The chairman of the Alliance Board and CEO of the Alliance and the principal confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

Administrative Staff
Principal Selection
The CEO selects Alliance principals on an application and interview basis with final approval of the Alliance Board of Directors. Selection of the principal is based on proven experience in educational leadership, educational vision for, experience and success with low-income and/or minority children, demonstrated ability in program design and development, entrepreneurial, and interest and commitment to educational reform. Alliance principals must have an earned BA, MA and an Administrative Credential.

Responsibilities of the principal include management and operations:
- Instructional leadership and accountability for implementation of curriculum and instruction
- Overseeing the development and implementation of all programs.
- Facilitating communication between all school stakeholders.
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition.
- Overseeing the day-to-day operations of the school.
- With the support of the Alliance, preparing credentialing paperwork and monitoring processing.
- With the support of the Alliance, organizing professional development.
- Assisting with student discipline.
• Principal reports progress to the Board of Directors. Alliance staff prepares data reports as a service to ACRMA #9 and reports data to LAUSD, Founders and the Alliance board of directors.
• Opening and closing the campus
• Maintaining a balanced budget and drafting an annual budget proposal for Board review. Principal reports annual budget proposal to the ACRMA #9 Board of Directors.

Administrative Staff

Director of Instruction or Assistant Principal
The principal selects a Director of Instruction and/or assistant principal depending on funds available. The Director of Instruction meets teacher qualifications and has a record of successful teaching experience. The assistant principal has experience in successful leadership and management. Job duties include but are not limited to providing assistance to new and experienced teachers in effective teaching practices, in planning and assessing student proficiency on content standards and in analyzing data to inform instruction.

Teaching Staff

ACRMA #9 teachers meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers selected to insure that the needs of English learners are meet have CLAD, BCLAD certification and all teachers are trained in the effective use of sheltered-English. These documents will be maintained on file at ACRMA #9 and will be subject to periodic inspection by LAUSD. The Director of Human Resources is responsible for monitoring teacher and administrator credentials. Principal reports annual budget proposal to the ACRMA #9 Board of Directors.

The principal selects the teachers on an application and interview basis. Selection of teachers is based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers are hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Responsibilities for the teachers include:

• Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content.
• Assessing student progress and maintaining accurate records.
• Participating regularly in professional development opportunities.
• Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders.
• Maintaining regular, punctual attendance.

Classified Staff - Office Personnel

The principal on an application and interview basis selects office personnel. Selection is based on the ability to perform the job duties for that position. Office personnel duties include, but not limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

Classified Staff - Financial Personnel Qualifications

At the school site, the administrative assistant qualifications require experience and capacity to be responsible for:
- Maintain accounts of all expenses
- Enrollment
- Time reporting
- Attendance accounting
- General Booking
- Maintenance and reconciliation
- Full charge bookkeeper
- Assist in using Alliance Fiscal Management system

The Alliance Chief Financial Officer sets up the school financial system, school accounts for receipt of funds and works directly with the principal on managing and providing data for input into the system.

**Classified Staff – Instructional Assistants**
Instructional assistants working in classrooms providing assistance to students in core academic courses are directly supervised by highly qualified teachers and meet *No Child Left Behind* qualification requirements including:
- High school diploma, General Equivalency Diploma (GED) or equivalent; **and**
- Two years of college (minimum 60 semester or 90 quarter units); or associate’s degree or higher;

**Classified Staff – Campus Assistants**
Campus assistants’ general duties include assisting with yard and campus supervision to support campus safety.

**Classified Staff – Plant Manager**
Plant manager duties include maintenance and cleanliness of school facility and grounds. Other services needed to maintain building and grounds will be outsourced including pest management, trash-pick up, repairs, plumbing, etc.

The principal selects classified staff on an application and interview basis. Selection is based on qualifications, experience and the ability to perform the job duties suitable for the specified job position.

**Performance Evaluations**
Evaluations are performed annually for all personnel. Performance measures based on meeting expectations for duties assigned and outcomes achieved will be used to evaluate all school personnel.

The principal is evaluated by the Alliance CAO based on:
- Overall successful implementation of school academic program and achievement of educational goals.
- High parental and community involvement.
- Maintaining a fiscally sound charter school including a balanced budget.
- Completion of required job duties.
- Creation of a welcoming school atmosphere of enthusiasm, student support, and cooperation among all parties.

Teachers are evaluated by the principal or assistant principal based on:
- Student progress as referenced from assessment measures.
- Effectiveness of standards-based teaching strategies.
- Performance of job duties.
- Knowledge of curriculum

Classified and other school personnel are evaluated by the principal based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference is scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The action plan outlines an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review.

Employees always have the right to engage in Due Process and the Grievance Procedure.
A. Definition:
Just cause discipline is exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy:
1. Most workplace performance problems are handled by informal discussion and counseling between the principal and the employee. Just cause discipline is applied when more formal action is required.
2. It is the school’s policy and practice that discipline is progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee’s record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action:
1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
   a. Initial written warning
   b. Subsequent or additional written warning(s)
   c. Final written warning which may include a suspension without pay
   d. Termination
2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

The selection procedures do not and will continue not to 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.

Director, Human Resources
Director of Human Resources for Alliance performs professional-level technical human resources work in the area of classification, compensation, human resources rules and legislation, recruitment, selection, and assists with more complex assignments.

Reports to the Alliance Chief Operating Officer and works closely with the Alliance Vice President, Financial Services and President/CEO. The Alliance HR Director reports to the Alliance COO. The HR Director works with other Alliance staff members in the Alliance home office.

SPECIFIC ALLIANCE RESPONSIBILITIES
- Develops job descriptions for Alliance corporate and school positions.
- Coordinates advertising and recruitment for teachers through RISE, Edjoin, Monster.com, Job Fairs, Universities, etc.
- Provides information regarding eligibility requirements to teacher and classified candidates
- Conducts initial screening of applications for eligibility criteria
- Verifies compliance with hiring criteria for principals, financial services before employees begin work
- Responsible for collection of completed employee agreements
- Maintains current record of all employees in Alliance schools and required employment data

TYPICAL GENERAL DUTIES
- Learns and applies policies, regulations, procedures, and techniques of human resources administration in performing some of the tasks listed below:
- Analyzes laws, rules, reports, publications, and court cases for information relating to human resources.
- Designs, constructs and conducts or assists in constructing and conducting surveys to gather compensation, classification, training, entrance requirements, rules, employee selection, or other human resources data.
- Formulates or assists in formulating recruitment and training plans and assists in implementing plans by arranging for facilities, equipment, advertising, informational materials, and other details.
• Compiles, calculates, and analyzes numerical data; extracts data from reports and records; and prepares tables, graphs, and narrative presentations.
• Composes or assists in composing a variety of technical written materials, including rules, procedures, class descriptions, salary reports, job market trend reports, and other specialized reports.
• Develops and designs recruitment literature including advertisements, and brochures.
• Composes correspondence.
• Screens applications in regard to entrance qualifications and advises applicants on employment opportunities.
• Develop, plan, and implement employee recruitment strategies and procedures.
• May represent the Alliance and its schools at career days, job fairs, and other recruitment functions.
• Performs related duties as assigned.

QUALIFICATIONS
Knowledge of:
  o Graphic and tabular presentation of data
  o Computer usage and systems
  o Basic principles of merit that relate to human resources
  o Principles of equal employment opportunity
  o Basic principles and terminology of employment selection, position classification, and salary administration
  o Research techniques and sources of information regarding human resources administration
  o Employment/recruitment sources
  o Equal employment recruitment procedures

Ability to:
  o Ability to use computers with Microsoft operating systems, and spreadsheet software.
  o Compile, tabulate, analyze, and compute data accurately
  o Use principles and practices of human resources administration
  o Write clear, concise reports and other materials
  o Speak clearly and communicate effectively and make effective oral presentations
  o Relate well to co-workers, employees, and others

ENTRANCE QUALIFICATIONS
  o Education:
    A master’s degree in human resources, personnel, public or business administration is desirable, or one of the behavioral sciences may be substituted for the required experience.
  o Experience:
    Technical experience in employee recruitment, selection, position classification, labor relations, staff development, or salary administration is desirable. Experience in professional human resource functions.
  o Special:
    A valid California Driver License and use of an automobile.

COMPENSATION
Determines based on level of experience in human resources, educational background and previous salary history.

The selection procedures 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.
ELEMENT 6: HEALTH AND SAFETY

LAUSD-Specific Language *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.

LAUSD-Specific Language *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.

LAUSD-Specific Language *Evidence of Insurance
ACRMA #9 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.

**LAUSD-Specific Language *Hold Harmless/Indemnification Provision**

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 attorneys’ 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 attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by 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.

The ACRMA #9 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The ACRMA #9 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.

The ACRMA #9, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

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. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

**Policies**

Alliance College-Ready Middle Academy #9 shall implement a comprehensive set of health, safety, and risk management policies to be reviewed regularly with the staff, students, parents, and governing board. These policies have been developed and are reviewed and discussed with the school's insurance carriers and at a minimum will address the following topics:

- A requirement that all enrolling students and staff shall provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Tuberculosis (TB) tests
- Alliance College-Ready Middle Academy #9 assures and shall 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.

- Alliance College-Ready Middle Academy #9 assures and shall require the examination of faculty and staff or tuberculosis as described in Education Code section 49406.
- Alliance College-Ready Middle Academy #9 requires 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.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. (APPENDIX M)
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school is housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections are undertaken, as necessary; to ensure such safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Alliance College-Ready Middle Academy #9 assures and shall require that each employee of the school submit to a criminal background check and furnish a criminal record summary as required in section #44237. (APPENDIX M)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. (APPENDIX K)
- Child abuse is reported immediately by the individual discovering or being informed of the alleged child abuse/neglect.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code, EPA and the McKinney-Vento Act with regard to homeless students.
- Among the many health and safety laws that need to be followed is the Healthy Schools Act - California Education Code Section 17608, which details pest management requirements for schools.
- Alliance College-Ready Middle Academy #9 assures and shall provide vision, hearing, and scoliosis screening to students to the same extent as would be required to do if its students attended a non-charter public school.

Procedure – Safe School Plan

Prescription Medicine
Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff logs times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff provides parents with one week’s notice to alert them that additional medications are needed.

Fire Drills
Fire drills are held at least once per quarter. Office personnel maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff ensure that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and the administrative staff attempt to locate missing students. Students remain with their teachers at the designated evacuation site until the
Disaster Drills (i.e. Earthquake)
Disaster drills are conducted at least once every two months. Students are made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine is initiated by an announcement over the intercom. Staff and students hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills are concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the event of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the event of disasters other than earthquakes, the administrative staff contacts each room, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff turns off the gas. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Civil Defense Drills:
A Civil Defense Drill should be conducted at least twice each school year following the (Alliance College-Ready Middle Academy #9 or Alliance’s) Civil Defense Procedure.

Bomb Threats
The person receiving the call or letter note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person delays the caller as long as possible, while they alert another adult to the crisis. That adult immediately notifies the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff makes a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” is given over the intercom and evacuation procedures are followed. The office personnel coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff notifies teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Major Disaster Drill:
This drill should be performed twice per year so personnel are oriented to the (ACRMA #9 or Alliance’s) Major Disaster Plan.

Evacuation Plan
A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff verifies the name and position of the person placing the alert. Once the source is confirmed, the administrative staff gives the evacuation code word “safe school drill” over the intercom. Teachers proceed with their students to the
nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, (including outdoor facilities) are searched by unassigned staff members designated by the principal.

Once at the designated evacuation site, teachers and other staff ensures that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and an individual is assigned the task of finding any missing students. Teachers work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff notifies parents and/or the media as to where students can be picked up. The office personnel sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents are asked to remain in a designated area, and students are escorted to the designated area for release.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

LAUSD-Specific Language * Court-ordered Integration

Alliance College-Ready Academy Middle School #9 shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of 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 30:70 ratio.

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.

Written Plan to Achieve and Maintain LAUSD Ethnic Balance Goal

- Distribute notification about enrollment opportunities at ACRMA #9 to all communities in Los Angeles Unified School District including communities that serve diverse populations.
- Publicize the ACRMA #9 through publicity flyers, the Alliance Website, notices to school administrators about available openings and through local media.
- Consider diverse ethnicities in the enrollment process to achieve and maintain the LAUSD ethnic balance goal.

ACRMA #9 makes every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

ACRMA #9 conducts annual orientation sessions in English and in Spanish prior to the opening of school.

Anticipated Schedule of Annual Orientation Sessions:
At least one weekday and one Saturday per month
- January
- February
- March
- April
- May
- June
- July
- August

Anticipated schedule of annual school tours:
- September
- November
- February
- April

Open House Prior to the Opening of School – Anticipated Date:
- Second Week in August 2013

Information and orientation sessions are advertised through direct mail to the parents of eligible students in grade 6 who attend middle schools in the target communities of 52nd Street ES, Menlo Ave. ES, 49th Street ES, LA Academy, Bethune, Carver, Clinton, and Muir MS, using flyers printed in English and Spanish distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries, overcrowded elementary and middle school campuses, and at school bus stops where students are sent out of the community. Orientation
sessions are conducted in English and in Spanish and are held at different venues throughout the community. Open houses and school tours are also be offered on a regularly scheduled basis. The recruitment target areas are already described – 6th grade students are recruited via information distributed to nearby middle schools within a 3-mile radius of the school. Legally enrollment is open to any student who is a resident in the state of CA.

Annual outreach includes:
- Posting banners in front of the school announcing “now enrolling”
- Distributing printed flyers announcing the enrollment period, deadline for applications, dates and times of orientation sessions distributed via US mail to all households within a 3-mile radius of the school campus
- Orientation sessions include presenting the school’s performance track record, the Alliance school mission, Alliance and school goals, what it means to be an Alliance school, school policies and procedures, school calendar

Ethnic balance:
Students are recruited in the neighborhood where the school is located, which automatically reflects the demographics of LAUSD. There is no preference or discrimination for gender, racial, or ethnic background. The majority of all students in LAUSD are Latino. The majority of students living in the community served by ACRMA #9 are Latino and African American. There are no other racial or ethnic groups living within a 3 to 5 mile radius.

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.

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

The District and Alliance College-Ready Middle Academy #9 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. 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 ACRMA #9 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 ACRMA #9 shall have the right to continue attending ACRMA #9 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to ACRMA #9 shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

ACRMA #9 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. ACRMA #9 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 ACRMA #9 under the NCLB-PSC program increases in subsequent years, ACRMA #9 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

LAUSD-Specific Language *Federal Compliance*

As a recipient of federal funds, including federal Title I, Part A funds, ACRMA #9 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. ACRMA #9 understands that it is a local educational
agency [LEA] for purposes of federal compliance and reporting purposes. ACRMA #9 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

ACRMA #9 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: ADMISSIONS REQUIREMENTS

Admission to Alliance College-Ready Middle Academy #9

Alliance College-Ready Middle Academy #9 admits all students who wish to attend as outlined in Education Code section 47605(b)(5)(H). ACRMA #9 does not charge students tuition and does not discriminate against any student on the basis of ethnicity, national origin, religion, gender, sexual orientation, or disability, or any other characteristics that are contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Admission to ACRMA #9 is not determined according to the place of residence of the student, or of the student’s parent, within California.

If the number of students applying for admission exceeds the capacity of the school, except for existing students of the charter school, admission to ACRMA #9 are determined by a public random drawing. Preference is extended to by marketing to students who reside in Los Angeles Unified School District and siblings of students currently attending ACRMA #9. Seats will be filled by LAUSD residents before any non-LAUSD residents.

Alliance College-Ready Middle Academy #9 provides a public school option for parents and students. Preference is given to Public School Choice students who chose to attend ACRMA #9. Given the needs of the of the community that ACRMA #9 serves, it is anticipated that many of the students will be Public School Choice students under No Child Left Behind.

Alliance College-Ready Middle Academy #9 adheres to all laws establishing minimum age for public school attendance, and any student over 19 years of age who is admitted continuously enrolled in public school and making satisfactory progress towards high school diploma requirements. No student over 22 years of age is admitted or in attendance.

Methods to recruit students for enrollment include:
- All meetings, materials, communications will be provided in English and in Spanish
- Announcements direct mailed to families in neighboring middle and senior high schools
- Flyers distributed throughout the local community
- Community meetings open to all interested parents and community members
- Local newspaper announcements
- Open House at the school site prior to the opening of school

Neighboring Schools and Communities Anticipated to Receive Announcements

<table>
<thead>
<tr>
<th>LA Academy Middle School</th>
<th>52nd Street Elementary School</th>
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<tbody>
<tr>
<td>Bethune Middle School</td>
<td>Mentl Avenue Elementary School</td>
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<tr>
<td>Carver Middle School</td>
<td>49th Street Elementary School</td>
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<tr>
<td>Clinton Middle School</td>
<td>New Design Charter</td>
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<tr>
<td>Churches and Community Centers in the Area</td>
<td>Animo Bunche Academy</td>
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<td>Local Elected Officials</td>
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</tbody>
</table>

100% of the students in communities served by Alliance schools including ACRMA #9 are in low income, economically disadvantaged communities; all are recruited from low-achieving LAUSD school communities; brochures state that all students including low-achieving, economically advantaged and students with special needs are welcome.

Public Random Drawing - Procedures

If more applications than seats available are received by the established public deadline, a date is set to hold a public random lottery drawing, all applications received by the deadline are placed in a barrel, in a public lottery, the number applications for seats available are randomly drawn, all remaining applications are randomly drawn in the public lottery to determine order of placement on the waiting list. As seats become available, vacancies are filled by order on the waiting list.

Enrollment Criteria:
- Students must have met requirements for completing the fifth grade.
- Students residing in community or attending schools in the community served is established as a priority through targeted publicity.

- Enrollment is monitored to insure that to the fullest extent possible, students enrolled reflect the diversity of the community through advertising the school throughout the targeted community.

- The Alliance College-Ready Middle Academy #9 targeted community will continue to be with LA Academy MS, incoming students recruited from graduating grade 5 students from 52nd Street ES, Menlo Avenue ES, 49th Street ES.

- The student application deadline varies annually but is typically the end of March. Should the applications received exceed space available at the time of the deadline, a public random drawing is held to select the students to be accepted for enrollment.

- Students not randomly selected in the lottery for enrollment are placed on a waiting list in order of the selection of their name during the lottery and in the order the application is received thereafter.

- Should the applications received at the time of the deadline not exceed space available, all applicants are accepted for enrollment.

When:

- If by the posted application deadline, if the number of students applying for admission exceeds the capacity of the school enrollment, enrollment is determined by a public random drawing of all applications submitted for seats available and to establish the order of students on a waiting list.

How Advertised to Parents:

- Parents of students who submitted applications are notified individually by telephone and U.S. mail of the date, time, place, openings available and procedures of the public random drawing.

- All students receive a number in order of submission of all required enrollment documents.

- Parents are informed in writing of the enrollment and random drawing procedures and timeline.

Fair Random Public Drawing:

- Procedures that are followed are publicized in the community.

- Procedures that are followed and related materials used are made available to the LAUSD Charter Office. LAUSD Charter Office staff is welcome to observe the Random Public Drawing should one be necessary.

- Student enrollment by law is open to all students in the state of California. The intent of ACRMA #9 charter is to serve students living in and attending schools within a three to four-mile radius in the Griffith Middle School community as a priority.

Fill Vacancies:

- Once the enrollment capacity is reached, as vacancies occur we continue to fill spaces available from the waiting list by grade level, on a first come, first served basis by the order the application is drawn if there is a lottery and otherwise by the date the application was received.

1. The location of the lottery is at the school site. A specific room is determined each year.

2. ACRMA #9 assures that all interested parties will be able to attend by marketing the date and time of lottery to all applicants and publishing in local newspapers and in front of the school. The LAUSD Charter and Innovations Division is notified. The date and time is determined each year once it is determined that a lottery is required. The lottery is held within 10 days of determination.

3. The specific procedures are already stated in the petition.

4. When space becomes available, parents are contacted by phone. Parents have 5 days to respond in person or by phone to ACRMA #9 principal, assistant principal, or designee.

5. All applications and a record of the order in which the applications drawn are kept on file at the school.

Confidentiality of Records

Alliance College-Ready Middle Academy #9 adheres to all procedures related to confidentiality and
privacy of records. In the event that a student enters the school upon transfer from an existing district school, the student’s records (i.e. IEP, cumulative, bilingual) are requested from the respective district. Upon exit from ACRMA #9, the student’s records are forwarded to the district upon request. Under FERPA parents annually are given a form providing the opportunity to withhold the release of information. (APPENDIX R.)

Transportation
Transportation is the parental responsibility for families who choose to attend Alliance College-Ready Middle Academy #9. ACRMA #9 does not provide transportation for students from home to school or school to home, except in instances of compliance with the American with Disabilities Act and the McKinney-Vento Act with regard to providing transportation to eligible students. ACRMA #9 also has a potential responsibility to provide transportation to eligible students pursuant to the Individuals with Disabilities Education Act “IDEA.” For extracurricular activities, such as field trips, the school contracts for transportation with either LAUSD or a licensed contractor.

McKinney-Vento Homeless Assistance Act
Alliance College-Ready Middle Academy #9 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.

Alliance College-Ready Middle Academy #9 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: ANNUAL FINANCIAL AUDITS

LAUSD-Specific Language *District Oversight Costs
The District may charge for the actual costs of supervisorial oversight of Alliance College-Ready Middle Academy #9 not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial 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 supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves
Additionally, ACRMA #9 will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

*Special Education Revenue Adjustment/Payment for Services
In the event that the Alliance College-Ready Middle Academy #9 or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, 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.

LAUSD-Specific Language *Audit and Inspection of Records
ACRMA #9 agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- ACRMA #9 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 ACRMA #9.
- 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.

ACRMA #9 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.

ACRMA #9 will develop and maintain internal fiscal control policies governing all financial activities.
**ELEMENT 10: SUSPENSIONS AND EXPULSIONS**

**LAUSD-Specific Language**

*Suspension and Expulsion*

ACRMA #9 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.

ACRMA #9 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.

ACRMA #9 shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools 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, the Charter School 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 Support Unit, Division of Special Education.

ACRMA #9 shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from ACRMA #9, 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
- 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, ACRMA #9 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 students disability; B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

**Outcome Data**

ACRMA #9 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 ACRMA #9 shall be given a rehabilitation plan upon expulsion as developed by ACRMA #9’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 (1) year from the date of expulsion when the pupil may reapply to ACRMA #9 for readmission.

**Readmission**
ACRMA #9’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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

**Special Education Students**
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, ACRMA #9 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 ACRMA #9 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: A0 Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the ACRMA #9’s failure to implement 504?

**Gun Free Schools Act**
Alliance College-Ready Middle Academy #9 shall comply with the federal Gun Free Schools Act.

**Discipline Policy**
Alliance College-Ready Middle Academy #9 has developed, maintained, and implemented a comprehensive student discipline policy. The discipline policy is not discriminatory, arbitrary, or capricious, and follows the general principles of due process. The due process adheres to the policy and procedures described in the California Education Code. ACRMA #9 intends to follow all procedures of the Education Code related to student discipline. The policy adapts as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA. ACRMA #9 follows LAUSD policy and the law regarding the discipline of special education students and notifies the appropriate LAUSD office responsible for student discipline proceedings if it expels any student whose home school is a LAUSD school. The discipline policy includes the input of parents, students, and school site staff once students are enrolled and school is in session.” The schools detailed discipline plan is Appendix I.

The discipline policy is reviewed with students and parents upon admission to ACRMA #9 and signing of the parent/student compact. By signing the parent/student compact, the students and parents acknowledge their understanding of and their responsibility to the standards set forth in the discipline policy. The discipline policy defines student responsibilities, unacceptable behavior, and the consequences for noncompliance.

**Code of Conduct**

Student responsibilities includes, but not be limited to:
- Following all rules of behavior and conduct
- Respecting fellow students and school personnel
- Attending classes regularly and on time
- Completing all assigned work (to the best of the student’s ability)
- Being prepared for class (bring materials e.g. books, homework)
- Participating in all assessment measures (e.g. tests)
- Respecting the property of the school and others
- Keeping the campus clean
- Wearing school uniform. Parents will be called regarding the school uniform policy.

Unacceptable student behavior includes, but not be limited to:
- Excessive talking unrelated to instruction.
- Classroom disturbance.
- Eating in class.
• Horseplay/pushing/throwing/running/yelling.
• Bringing MP3 players, cell phones, radios, video games, etc.
• Cheating.
• Inappropriate use of technology and telecommunications.
• Use, possession or sale of alcohol, tobacco or a controlled substance.
• Fighting.
• Possession of a knife, gun, explosive or other dangerous object.
• Destruction of school property.
• Theft.
• Failure to follow school determined lawful directions of staff members.

Actions taken for unacceptable student behavior are progressive:
Actions may include a phone call home, after school detention, or suspension depending on the
determination of seriousness by the principal or principal designee.

Students who violate the school rules are subject, but not limited to:
• Verbal warning
• Loss of privileges (e.g., detention)
• A notice to parents
• Conference with student/parent

Any student who engages in repeated (three or more incidents) violations of the Alliance College-Ready
Middle Academy #9 behavioral Code of Conduct are required to attend a meeting with the school’s staff
and the student’s parent. ACRMA #9 prepares a specific, written remediation agreement outlining future
student conduct expectations, timelines, and consequences for failure to meet the expectations. Parents
are required to attend a meeting to participate in preparing a remediation agreement to manage student
behavior.

Suspension and Expulsion
Students who present an immediate threat to the health and safety of others will be suspended or
expelled. Upon suspension, a written remediation plan is prepared that clearly describes progressive
discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive
days of suspension, notification process to parents of suspension, reasons for suspension, appeal
process, length of suspension, and provision for student’s education while suspended.

Reasons for Suspension
A student will be suspended or expelled for any of the acts enumerated in this section and related to
school activity or school attendance that occur at any time, including, but not limited to, any of the
following:
• While on school grounds.
• While going to or coming from school.
• During the lunch period whether on or off the campus.
• During, or while going to or coming from, a school-sponsored activity.

Annotated Excerpts from the California Education Code (2009)
§ 48900. Grounds for Suspension or Expulsion
A pupil shall 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 (r), 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 a firearm, knife, explosive, or other dangerous object, unless,
in the case of possession of an 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, a 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 a 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 a 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 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 or her own
prescription products (This is not a mandated reportable act).
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell 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. For purposes of this subdivision, "hazing" means a
method of initiation or preinitiation into a pupil organization or body, whether or not the organization or
body is officially recognized by an educational institution, which is likely to cause serious bodily injury or
personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective
pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned
events.
(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.
(s) A pupil shall 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 of the school district 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:
   (1) While on school grounds.
   (2) While going to or coming from school.
   (3) During the lunch period whether on or off the campus.
   (4) During, or while going to or coming from, a school sponsored activity.
(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted
infliction of physical injury to another person may be subject to suspension, but not expulsion, 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).
(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(v) A superintendent of the school district 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.
(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a
pupil who is truant, tardy, or otherwise absent from school activities.

Grades 4-12
48900.2 – Committed sexual harassment
48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence
48900.4 – Engaged in harassment, threats, or intimidation directed against school personnel or pupils
48900.7 – Made terroristic threats against school officials, school property or both.

Reasons for Expulsion (Mandatory)
Please note that Alliance College-Ready Middle Academy #9 follows Bulletin-4655.1 from Office of the Deputy Superintendent of Instruction dated August 22, 2011 for the Matrix for student suspension and expulsion recommendations: E.C. 48900 and 48915.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Discipline & Expulsion Support Unit
MATRIX FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATIONS
(State Law: Applicable to School Principals)

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<tr>
<th>Category I</th>
<th>Category II</th>
<th>Category III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Offenses with</td>
<td>Student Offenses with</td>
<td>Student Offenses with</td>
</tr>
<tr>
<td>No Principal Discretion (except as otherwise provided by law)</td>
<td>Limited Principal Discretion</td>
<td>Broad Principal Discretion</td>
</tr>
</tbody>
</table>

Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus (E.C. 48915(c))

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900[n]). E.C. 48915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

The Principal has limited discretion with Category II student offences. Principal of Alliance College-Ready Middle Academy #9 must recommend expulsion when any of the following occur at school or at a school activity off campus unless the principal determines that expulsion is inappropriate (E.C. 48915(a)):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(c)
3. Unlawful possession of any controlled substance, except for the first offence of no more than an ounce of marijuana. E.C. 48915(a)(3); 48900(c)
4. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)
The remaining Category III has student offenses with board principal discretion. The Principal may recommend expulsion when any of the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Committed sexual harassment. E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

Process for Suspension and/or Expulsion
Informal Conference:
Suspension is preceded by an informal conference conducted by the principal with the student and the student’s parent. The conference may be omitted if the administrative staff determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent is notified of the suspension, a request for a conference to be made as soon as possible and the conference to be held as soon as possible.

Notice to Parents:
At the time of suspension, the principal makes a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice states the specific offense committed by the student. In addition, the notice also states the date and time the student may return to school. If the school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that student violations of school rules can result in student expulsion from the school.

Length of Suspension:
The length of suspension for students may not exceed a period of 10 consecutive school days unless an administrative recommendation has been made and agreed to by the student’s parent.
“The total number of days for which a student may be suspended from school shall not exceed 20 school days in any year unless the student is transferred to another school or program for adjustment purposes. In that case, the total number of school days for which the student may be suspended may be increased by 10. The total suspension days from school are not to exceed 30 days in any school year. For students who receive special education services, the maximum number of suspension days cannot exceed a total of 10 school days without a pre-disciplinary IEP. “Informal suspension,” whereby a parent is advised to keep a child at home under the supervision of the parent, is a flagrant violation of the compulsory attendance laws, the IDEA, and District policy and is prohibited.” (LAUSD Bulletin Z-14 Health and Human Services, 1999)

If a student is recommended for a period of suspension exceeding 10 consecutive days, a second conference is scheduled with the parent to discuss the progress of the suspension upon the completion of the 10th day of suspension. The 10 days are only needed for incidents where the student poses a danger. A packet of study material is collected from each teacher and provide to the student during the length of the suspension. Reasonable arrangements are made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Recommendations for Expulsion:
Students are recommended for expulsion if the principal finds that at least one of the following findings may be substantiated:
   a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
   b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Evidence is gathered and may include, but not be limited to, witness statement, written statements, and physical evidence. Any evidence that is pertinent and gathered in accordance with the investigation is to be considered.

Expulsion Hearing:

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing is held within 30 days after the principal determines that the student committed an act expellable act. The hearing may be presided over by the ACRMA #9 Board of Directors. The panel includes Alliance staff, who are not on the board and are not school employees. There are 3-5 individuals on the panel. The panel members are assigned by the School Board of Directors to ensure that they are selected with the following criteria: no knowledge of the student or situation and are not school employees.

The panel makes the final determination.

Principal or designee of Alliance College-Ready Middle Academy #9 provides written notice of the hearing to the student and the student’s parent at least 10 calendar days before the date of the hearing. This notice shall include:
   a) The date and place of the hearing.
   b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
   c) ACRMA #9 disciplinary rules that relate to the alleged violation.
   d) The opportunity for the student or the student’s parent to appear in person at the hearing.
   e) Parent has a right to be represented by an attorney or non-attorney advisor.
   f) Parent has a right to bring witness, written statements, written documents
   g) Principal notifies parents of school discipline policy and provides written copy including parent rights
   h) Principal recommends expulsion to panel
   i) Panel reviews, conducts hearing and makes recommendation to the ACRMA #9 School Board based on evidence.
   j) The Panel may decide not to recommend expulsion. Should this occur, the expulsion process will stop and, depending on the reason for the not recommended expulsion, the student will be permitted to return to the referring school or to another school/program, at the discretion of Alliance College-Ready Public Schools.
k) ACRMA #9 Board makes final decision and written notice to expel a student is sent notifying parent and principal of findings based on evidence.

This notice includes the following:

a) The reinstatement eligibility review date.

b) A copy of the rehabilitation plan.

c) The type of educational placement or study plan during the period of expulsion.

d) Appeal procedures.

e) The specific offense committed by the student for any of the acts listed above in “Reasons for Suspension and/or Expulsion.”

f) Notice of the student’s or parent’s obligation to inform any new district in which the student seeks to enroll of the student’s status with ACRMA #9.

Hearings are recorded on audio as well as written transcripts and a Facts Finding document summarizing the evidence is presented at the hearing.

Appeal of Suspension or Expulsion

The suspension or expulsion of a student is at the discretion of the principal or designee of ACRMA #9 (or the administrative staff designee). Parents are notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion. A suspension appeal is heard within 5 days by the principal or designee, and upon consideration, the principal or designee’s decision is final. An expulsion may be appealed within 30 days of the expulsion date. The parent/guardian submits their written appeal to the principal or designee. The written appeal must be received within 30 days of the suspension or expulsion. The student is considered suspended until a meeting is convened to hear the appeal (within 30 days as per E.C. 48919) of the expulsion at which time the student’s parent must attend to present their appeal. The date of the Panel’s decision triggers the start of the 30-day period. From a pool of fair and impartial representatives, a panel is assigned by the ACRMA #9 Board of Directors hears the appeal. There are three to five members on the appeal panel. Panel members are not school employees, know nothing of the incident or student, and are not the same individuals who served on the expulsion panel.

Education Code section 48919 provides 30 days to appeal from expulsion decision. Should the appeal panel not uphold the expulsion hearing the student is given the opportunity to attend another Alliance school or is assisted with enrollment in another appropriate setting depending on the specific findings and evidence. The decision of the panel of representatives of the ACRMA #9 board of Directors is final.

In the event of a decision to expel a student from ACRMA #9 the school works cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. The student remains at the Charter School or given the option to transfer to another Alliance School. Any incident of violent and/or serious student behavior is communicated to the district/school to which the student matriculates. The Charter School has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students do not get lost in the system.
**ELEMENT 11: EMPLOYEE RIGHTS**

**Work Basis**
Employee work calendars, hours per week, and vacation time are determined in individual employment contracts. Principals typically work a calendar year of 12 months with a standard week of approximately 40 hours. Teachers typically work a regular calendar year of 10 months and up to 1 additional month to provide extended instruction time, with a standard week of approximately 38.5 hours, including instructional hours, meetings, and professional development (teachers may work longer hour weeks for evening parent conferences, meetings, and professional development). Office personnel and classified staff typically work a calendar year of 12 months with a standard week of approximately 40 hours.

**Benefits**
Sick days are provided for each eligible full-time employee to the extent of 10 paid sick days per year. Employees earn sick days at the rate of one day per month. Eligible part-time employees are provided with a portion of the sick days that corresponds to the number of hours worked. The first five sick days unused may be banked and rolled over at the end of each year.

Full-time employees are provided with three bereavement days for immediate family members. Family members are defined as members of the employee's or spouse's immediate family, which means the parents, grandparents, child, or grandchild, brother, sister (step or foster) or any other relative living in the immediate household of the employee. Eligible employees receive not less than 15 paid legal holidays each contract year.

Mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security (for non-STRS members) are provided by ACRMA #9. Health benefits are also provided to eligible full-time employees within the school's budget. Employees on charter school leave from LAUSD elect to give up district-offered coverage during the term of their employment with ACRMA #9.

**Retirement Benefits**
STRS and PERS are reported/forwarded through LACOE by the Alliance HR Director and Alliance Payroll Administrator. ACRMA #9 assures that the school provides retirement information in a format required by LACOE.

**STRS**
All full-time certificated employees who are eligible participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage (currently 8.0% of salary), and ACRMA #9 contributes the employer’s portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS.

**PERS**
All ACRMA #9 classified employees who are eligible participate in the Public Employees Retirement System (PERS). Employees contribute the required percentage as designated by PERS, and ACRMA #9 contributes the employer’s portion as required by PERS. All withholdings from employees and the charter school are forwarded to the PERS Fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. Social Security payments are contributed for all qualifying PERS members.

**OASDI, PARS and Others**
ACRMA #9 participates in OASDI for non-PERS/STRS eligible part-time employees. The ACRMA #9 Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

**Code Of Conduct**
Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing ACRMA #9. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and/or sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.
Due Process
All staff members have due process rights that includes a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary. (APPENDIX T) Below the Due Process is defined, policy is described, and steps of corrective action are delineated.

I. Due Process
Employee will have due process rights that include:
• Right to just cause discipline and dismissal.
• Right to mediation and a fair hearing, if necessary, with the President and School Board of Directors.

A. Definition
Just cause discipline will be exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy
1. Most workplace performance problems will be handled by informal discussion and counseling between the principal and the employee. Just cause discipline will be applied when more formal action is required.
2. It is the school’s policy and practice that discipline be progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee’s record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action
1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
   a. Initial written warning
   b. Subsequent or additional written warning(s)
   c. Final written warning, which may include a suspension without pay
   d. Termination
2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

II. Complaint Procedures
A Complaint is a claim by the Employee that this Agreement has been violated with respect to that employee.
Should such a complaint arise, the following procedure shall be the Employee’s sole and exclusive remedy with respect to that complaint. Complaint procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality.
If an employee has a complaint, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.
If the good faith effort is unsuccessful, the employee has the right to engage in the following complaint procedure.

Step 1
An Employee having a complaint shall present the complaint in writing to the Principal within 10 calendar days of the event or condition giving rise to the complaint. Failure to file a complaint in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the complaint is not resolved within 14 calendar days of receipt by the Principal, the complaint shall be deemed denied and the employee may proceed to Step 2.

Step 2
The Employee shall notify the President of the School Board of Directors, in writing, that a complaint is pending. Each party to the complaint (Employee and Principal) shall select two members of the five member School Board of Directors to constitute a Complaint Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or is considered an interested party due to a conflict of interest, the nominating party may make another choice. Board members who are interested parties will excuse themselves from complaint proceedings, if such members have a conflict of interest in the subject of the proceedings.
The five-member Complaint board shall meet within 35 days of receipt of the complaint notification. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses,
to the Complaint Board. A decision as established by a majority vote of the members of the School Board of Directors / Complaint Board is final. Failure to appear before the Complaint Board will be taken as a waiver of all rights under the complaint procedure.

A written decision made by the Complaint Board will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical. If the complaint is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

Due Process

All staff members have due process rights (see APPENDIX T) that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing.
- Right to appeal before a free state arbitrator (offered to small school districts).
- Right to binding arbitration conducted by a paid arbitrator.

Grievance Procedure

If an employee has a grievance with someone or some policy, the first step in attempting to resolve the dispute is to engage in a good faith effort with the principal. The good faith effort includes problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort is included in the grievant’s personnel file.

If the good faith effort is unsuccessful, the employee should submit a written complaint to the Alliance College-Ready Middle Academy #9 Board of Directors. The Board of Directors schedules a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.

A decision as established by a majority vote of the members of the Alliance College-Ready Middle Academy #9 Board of Directors hearing the grievance are rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision is made within ten working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings are completed as soon as practical. The decision of the ACRMA #9 Board of Directors is final. If the attempt to resolve the grievance through the hearing process is not successful, an option of professional mediation or legal intervention may be necessary.

If the grievance is a complaint of discrimination, action takes place within 24 hours. An investigation by the Alliance College-Ready Middle Academy #9 Board of Directors of the complaint ensues to determine as many facts about the issue as possible. The grievance is submitted in writing to the ACRMA #9 Board of Directors.

Corrective Action

If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, use or possession of alcohol or a controlled substance, excessive tardiness and/or absenteeism, or non-performance of job duties, the progressive corrective action includes a verbal warning, written warnings, and finally:

- One-day suspension without pay.
- Five-day suspension without pay.
- Dismissal.

Alliance College-Ready Middle Academy #9 complies with all provisions of the Educational Employment Relations Act (EERA).
ELEMENT 12: ATTENDANCE ALTERNATIVES

Pupils who choose not to attend Alliance College-Ready Middle Academy #9 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.

Alliance College-Ready Middle Academy #9 is a school of choice. No student is required to attend, and no employee is required to work at the charter school.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

LAUSD Required Language *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.

Job applicants for positions at Alliance College-Ready Middle Academy #9 are considered through an open process, and if hired, enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at ACRMA #9 is not covered by his or her respective collective bargaining unit agreement, although ACRMA #9 may extend the same protections and benefits in individual employee contracts.

Former LAUSD employees must consult with LAUSD to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

LAUSD-Specific Language *Mandatory Dispute Resolution

The staff and governing board members of Alliance College-Ready Middle Academy #9 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and ACRMA #9, 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 ACRMA #9 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: Alliance College-Ready Middle Academy #9
c/o School Director 3640 E. 1st Street,
Los Angeles, CA 90061

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th 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, facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

The intent of this dispute resolution process is to:
- Resolve disputes within ACRMA #9 pursuant to the school’s policies.
- Minimize the oversight burden on LAUSD.
- Ensure a fair and timely resolution to disputes.
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal matters.

Disputes Arising Within Alliance College-Ready Middle Academy #9

Disputes arising from within Alliance College-Ready Middle Academy #9 including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school are resolved by the ACRMA #9 Board of Directors and/or principal. LAUSD agrees not to intervene or become involved in the internal dispute unless the internal dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements have occurred, or unless the ACRMA #9 has requested LAUSD to intervene in the internal dispute.

General Complaint procedures to address Internal issues or internal disputes that may arise between staff, the charter school, and parents:

b. Parent Internal Complaint Resolution Procedures
ACRMA #9 provides the following recourse to resolve parent complaints
1) Classroom Teacher
2) Parent Recourse Advisory Committee
3) Principal
4) Charter School Recourse Advisory Committee
5) ACRMA #9 Board of Directors

![Diagram of Parent Complaint Resolution Procedures]

Classroom Issue

Meet with Teacher to Resolve

Resolved?

YES

NO

Meet with Principal to Resolve

ACRMA #9 Complaint Issue

Meet with Principal and/or Parent Recourse Advisory Committee Depending on Situation

Resolved?

YES

NO

ACRMA #9 Recourse Advisory Committee on Unresolved Schoolwide Impact Issues.

ACRMA #9 Board of Directors to Facilitate Resolution if Unresolved - As needed and Depending Situation and/or Upon Request.
c. Staff (certificated, classified) Internal Complaint Resolution Procedures

ACRMA #9 provides the following recourses to resolve staff member complaints.

Term and Renewal of Alliance College-Ready Middle Academy #9

Alliance College-Ready Middle Academy #9 must submit its renewal petition to the District's Charter School division no later than September 15 of year before the charter is due to expire.

This charter petition for ACRMA #9 requests approval of a term of five years. The requested five-year term would begin on July 1, 2013 and expire June 30, 2018. The Los Angeles Board of Education has discretion to grant a charter for up to 5 years, pursuant to Education Code 47605, and may choose the length of the charter’s term in its discretion. The charter may be renewed for subsequent terms by the Board of Education of the Los Angeles Unified School District. At the time the charter renewal is submitted, ACRMA #9 and LAUSD establish a timeline to complete the renewal process.

Charter School Responsibility:

“Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
   (B) The determination made pursuant to this paragraph shall be based upon all of the following:
      (i) Documented and clear and convincing data.
      (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
      (iii) Information submitted by the charter school.
Amendments
Any amendments to this charter are made by the mutual agreement of the governing boards of ACRMA #9 and LAUSD. Material revisions and amendments are made pursuant to the standards, criteria, and timelines in California Education Code section 47605.

Sponsoring District Services
With the exception of services performed by LAUSD in providing fiscal oversight to ACRMA #9, all charter-requested services from LAUSD are on a fee-for-service basis. LAUSD may, at its discretion provide services and LAUSD determines the cost of providing such services. ACRMA #9 outsources many of the services not retained from LAUSD.

Any services rendered by LAUSD to ACRMA #9 are subject of a Memorandum of Understanding with the District determining the fee assigned to a service.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Educational Employment Relations Act
Alliance College-Ready Middle Academy #9 is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

As such, Alliance College-Ready Middle Academy #9 complies with all provisions of the Educational Employment Relations Act (EERA), and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice regarding professional and employment relationships. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees are individually contracted.

Business Plan

Direct Funding:
Alliance College-Ready Middle Academy #9 elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. All revenue generated by ACRMA #9 is deposited in the Los Angeles County Treasury. All payments (including payroll) are drawn on the County Treasury, which enables the County Program Budgeting and Accounting System (PBAS) to account for all revenue and expenditures.

Revolving Accounts
Two revolving accounts with a local financial institution are maintained for day-to-day expenditures from the General Fund and from Food Services (if applicable). All expenditures over $500.00 require two signatories.

A copy of the approved charter is provided to the Los Angeles County Board of Education and the California Board of Education.

In consideration of the services rendered by Alliance College-Ready Middle Academy #9 pursuant to this charter, the charter school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. ACRMA #9 receives revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California's Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the charter school, or to an account held in the name of ACRMA #9. The charter school notifies the superintendent of schools of the county in the affected year. Funds transferred directly from the State Fund to ACRMA #9 are transferred to the charter school account in the County Treasury by the County in the most expeditious manner possible. Charter school funds still flowing through the district will be paid to ACRMA #9 in a timely manner.

ACRMA #9 applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, deferred maintenance, and the After-School Learning and Safe Neighborhood Partnership Program. ACRMA #9 reports to federal and state taxing authorities as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

ACRMA #9 responds the California Department of Education request for confirmation that it receives funding directly on an annual basis. The school notifies the county superintendent of schools and LAUSD by June 1st prior to the affected fiscal year if it opts for local instead of direct funding.

Charter School Revolving Loan Fund
Notwithstanding other provisions of law, a loan may be made directly to a charter school only in the case of a charter school that is incorporated. ACRMA #9 applied for funding from the Charter School Revolving Loan, in accordance with applicable law. ACRMA #9 understands that loans may be made from money in the Charter School Revolving Loan Fund to a charter school that qualifies to receive funding pursuant to California Education Code Chapter 6 (commencing with section 47630) upon application of a charter school and approval by the Superintendent of Public Instruction. A loan is for use by the charter school during the period from the date the charter is granted pursuant to California Education Code section...
47605 to the end of the fiscal year in which the charter school first enrolls pupils. Money loaned to a charter school pursuant to this section is used only to meet the purposes of the charter granted pursuant to California Education Code section 47605.

Alliance College-Ready Middle Academy #9 accepts and understands obligations to comply with the California Education Code section 41365 regarding the Charter School Revolving Loan Fund. Commencing with the first fiscal year following the fiscal year ACRMA #9 first enrolls pupils, the Controller deducts from apportionments made to the charter school, as appropriate, an amount equal to the annual repayment of the amount loaned to ACRMA #9 for the charter school. Repayment of the full amount is deducted by the Controller in equal annual amounts over a number of years agreed upon between the loan recipient and the State Department of Education, not to exceed five years for any loan.

Attendance Accounting
ACRMA #9 uses the reporting procedures of LAUSD. Attendance accounting procedures satisfies requirements for LAUSD, LACOE, and CDE and is audited by an auditor selected from the California State list of auditors approved to audit K-12 public schools. Classroom teachers record daily attendance on attendance cards. When a student is absent from school, office personnel verify absences. State school registers are completed on a monthly basis documenting the month’s attendance. Required reports are completed regarding daily attendance and are submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

Food Service Program
ACRMA #9 applies as its own sponsor for participation in the federal meal program.

Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. ACRMA #9 may determine to provide meals to all students for free if appropriate and cost effective.

ACRMA #9 plans to work with an approved vendor to provide free and reduced lunches to eligible students. This vendor provides and organizes the delivery arrangements in accordance with state and federal guidelines for food services at ACRMA #9. Under this arrangement, all food is prepared on a daily basis at the vendor’s facility and delivered by the vendor to the school. Food is served by a staff member of the vendor in addition to a staff member of the school and parent volunteers. The food program is annually re-evaluated by ACRMA #9.

Financial Plan
The Alliance College-Ready Middle Academy #9 financial plan contains a multiyear budget and forecast for the first five years of operation (APPENDIX B) and monthly cash flow (APPENDIX C). Revenue entitlements were calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades six through eight typically available to a district-sponsored charter school based on characteristics of the school’s programs and student make-up. ACRMA #9 applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly.

ACRMA #9 will also apply for competitive funds (revolving loan, facilities reimbursement), and in the event this funding is not secured, the school has already established access to $200,000 advance funding for start-up and advance funding for facilities.

Estimated expenditures are reflective of LAUSD benchmarks for personnel, published school financial information on general operational costs, and research for outsourcing (vendors, insurance, and maintenance, etc.) ACRMA #9 elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury.
Element 16: Closure Procedures

Revocation
The District may revoke the charter if Alliance College-Ready Middle Academy #9 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 ACRMA #9 if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- ACRMA #9 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- ACRMA #9 failed to meet or pursue any of the pupil outcomes identified in the charter.
- ACRMA #9 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- ACRMA #9 violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify Alliance College-Ready Middle Academy #9 in writing of the specific violation, and give ACRMA #9 a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

LAUSD-Specific Language *Closure Action
The decision to close ACRMA #9 either by the ACRMA #9 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.

LAUSD-Specific Language *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 ACRMA #9 will be issued by ACRMA #9 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 ACRMA #9 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 ACRMA #9 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 ACRMA #9 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.
3. 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**

ACRMA #9 shall observe the following in the transfer and maintenance of school and student records:

1. ACRMA #9 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. ACRMA #9 will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, 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. ACRMA #9 must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. ACRMA #9 will provide to the CSD a copy of student attendance records, teacher gradebooks, 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.

ACRMA #9 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 the ACRMA #9. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by ACRMA #9 will be the responsibility of the ACRMA #9 and not LAUSD. ACRMA #9 understands and acknowledges that ACRMA #9 will cover the outstanding debts or liabilities of ACRMA #9. Any unused monies at the time of the audit will be returned to the appropriate funding source. ACRMA #9 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 ACRMA #9 participates, and other categorical funds will be returned to the source of funds.

ACRMA #9 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 grant 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 ACRMA #9 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 corporations 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 ACRMA #9 Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. The ACRMA #9 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 ACRMA #9 right to operate as a Charter School or cause ACRMA #9 to cease operation. ACRMA #9 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 Charter School 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.

**LAUSD-Specific Language *Facilities**

- ACRMA #9 Location: 3640 E. 1st Street, Los Angeles, CA 90061
- Names of District school sites near proposed location: LA Middle Academy.
- Proposed Charter School to be located within the boundaries of LAUSD.

**District-Owned Facilities**: If ACRMA #9 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.

ACRMA #9 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 ACRM #9 from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School 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.** Charter School 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 Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing: Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School 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.**
  1. **Pro Rata Share.** LAUSD shall collect and Charter School 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
  2. **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School 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.
  1. **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  2. **Sole Occupant.** If Charter School 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 Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance.** Prior to occupancy, ACRM #9 shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall 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 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.

**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](http://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.
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