Clemente Charter School
An Ingenium School

Bell
Grades K-6

Charter Petition
16 Elements

Submitted September 16, 2013
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<td>Proposed Charter School Budget and Cash Flow</td>
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<td>Resumes and Credentials for all Meaningfully Interested Teachers</td>
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<td>9</td>
<td>Resume for Lead Petitioner</td>
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<td>10</td>
<td>Due Diligence Questionnaire</td>
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<td>11</td>
<td>Resumes and Questionnaires for Board Members</td>
<td></td>
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<td></td>
<td>Resolution from Board Directors</td>
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<td>12</td>
<td>Proposed forms to be used by Parents/Guardians to Enter a Student into Admissions Lottery</td>
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<td>CD-</td>
<td>Charter Petition with Appendix and Budget</td>
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Clemente Charter School
Affirmations and Assurances

Clemente Charter School (hereinafter “CCS” or “Charter School”) shall:

• Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

• Not charge tuition. EC 47605(d)(1)

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

• Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

• Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

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

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

• Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)
Element 1: Description of the Educational Program

GENERAL INFORMATION

- The contact person for Clemente Charter School is Rachel Garfield, lead petitioner.
- The contact address for Clemente Charter School is 22250 Elkwood Street, Canoga Park, CA 91304.
- The contact phone number for Clemente Charter School is (310) 699-0017.
- The proposed address or target community of Clemente Charter School is 3825 Bell Ave, Bell, CA 90201, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 5 and Educational Service Center South.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is Kindergarten to 6th Grade.
- The number of students in the first year will be 175.
- The grade level(s) of the students in the first year will be Kindergarten to 3rd Grade.
- The scheduled opening date of Charter School is August 13, 2014.
- The admission requirements include:

  Clemente Charter School (“CCS”) shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A). If the number of students applying for enrollment exceeds the charter school’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. CCS affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. CCS shall not charge tuition. CCS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (See also Element 8: Admissions)

- The enrollment capacity is 474. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be traditional: August 13, 2014 to June 3, 2015 and will be 182 days. See calendar, Appendix B.
- The bell schedule for Charter School will be: 8:00- 2:30 (details in Element 1, Section E).
- If space is available, traveling students will have the option to attend.
- Duration of the Charter Petition: 5 years
WHO WILL CCS SERVE?
CCS intends to open in August 2014 with 175 students, 75 in kindergarten, 50 in grade 1, 25 in grade 2 and 25 in grade 3. In year 2, the school will grow by 82 students as it adds one first grade, one second and one fourth grade class, thus making enrollment 257. As the chart below depicts, we anticipate incremental growth and grade expansion until the school becomes a K-6 in 2018-2019 and reaches an enrollment of 494 students.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>First</td>
<td>50</td>
<td>78</td>
<td>81</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>Second</td>
<td>25</td>
<td>52</td>
<td>81</td>
<td>84</td>
<td>84</td>
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<tr>
<td>Third</td>
<td>25</td>
<td>26</td>
<td>54</td>
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<tr>
<td>Fourth</td>
<td>26</td>
<td>27</td>
<td>56</td>
<td>84</td>
<td></td>
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<tr>
<td>Fifth</td>
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<td>27</td>
<td>28</td>
<td>56</td>
<td></td>
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<tr>
<td>Sixth</td>
<td></td>
<td></td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>175</td>
<td>257</td>
<td>345</td>
<td>438</td>
<td>494</td>
</tr>
</tbody>
</table>

The following information is derived from data referring to zip code 90201. An examination of the statistics reveals a rich diversity of ethnic, racial, socioeconomic, educational, and linguistic characteristics.

**Ethnicity/Race**

<table>
<thead>
<tr>
<th></th>
<th>90201</th>
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</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>96,114</td>
</tr>
<tr>
<td></td>
<td>94.90%</td>
</tr>
<tr>
<td>White</td>
<td>3,342</td>
</tr>
<tr>
<td></td>
<td>3.30%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>608</td>
</tr>
<tr>
<td></td>
<td>0.60%</td>
</tr>
<tr>
<td>Asian</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>0.20%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
<td>608</td>
</tr>
<tr>
<td>Some Other Race</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>0.20%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>304</td>
</tr>
<tr>
<td></td>
<td>0.30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>101,382</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
### Educational Attainment

<table>
<thead>
<tr>
<th>Educational Attainment of Adult Population</th>
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<tbody>
<tr>
<td>Less than 9th Grade</td>
<td>40,553</td>
</tr>
<tr>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Some High School, No Diploma</td>
<td>27,373</td>
</tr>
<tr>
<td></td>
<td>27%</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>17,235</td>
</tr>
<tr>
<td></td>
<td>17%</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>10,138</td>
</tr>
<tr>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>3,041</td>
</tr>
<tr>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>2,028</td>
</tr>
<tr>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Graduate or Professional Degree</td>
<td>1,014</td>
</tr>
<tr>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>101,382</td>
</tr>
<tr>
<td></td>
<td>100%</td>
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### Financial Data

<table>
<thead>
<tr>
<th>Household Income</th>
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<tr>
<td>Less than $15,000</td>
<td>21,290</td>
</tr>
<tr>
<td></td>
<td>21%</td>
</tr>
<tr>
<td>$15,000-$24,999</td>
<td>20,276</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>$25,000-$34,999</td>
<td>18,249</td>
</tr>
<tr>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>$35,000-$49,999</td>
<td>17,235</td>
</tr>
<tr>
<td></td>
<td>17%</td>
</tr>
<tr>
<td>$50,000-$74,999</td>
<td>15,207</td>
</tr>
<tr>
<td></td>
<td>15%</td>
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<tr>
<td>$75,000-$99,999</td>
<td>5,069</td>
</tr>
<tr>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>$100,000-$199,999</td>
<td>3,041</td>
</tr>
<tr>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>$200,000 and over</td>
<td>1,015</td>
</tr>
<tr>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>101,382</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

### Language Spoken at Home
<table>
<thead>
<tr>
<th></th>
<th>90201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak Only English at Home</td>
<td>9,124</td>
</tr>
<tr>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>Speak Asian or Pacific Island Language at Home</td>
<td>1,014</td>
</tr>
<tr>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Speak European Language at Home</td>
<td>1,014</td>
</tr>
<tr>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Speak Spanish at Home</td>
<td>89,216</td>
</tr>
<tr>
<td>Speak Other Language at Home</td>
<td>1,014</td>
</tr>
<tr>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>101,382</td>
</tr>
</tbody>
</table>
The school will open with 175 students in Kindergarten through third grades during the first year. It will expand to 494 students by the fifth year at full enrollment. Average class size will be 25 students in kindergarten, 27 students in first grade, 28 students in second grade through fifth grade, and 30 students in sixth grade.

The table below indicates the anticipated enrollment at Clemente Charter School by grade level.

**Enrollment by Grade Level**

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</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>First Grade</td>
<td>50</td>
<td>78</td>
<td>81</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>Second Grade</td>
<td>25</td>
<td>52</td>
<td>81</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>Third Grade</td>
<td>25</td>
<td>26</td>
<td>54</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>56</td>
<td>84</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td></td>
<td></td>
<td>27</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>175</strong></td>
<td><strong>257</strong></td>
<td><strong>345</strong></td>
<td><strong>438</strong></td>
<td><strong>494</strong></td>
</tr>
</tbody>
</table>

Clemente Charter School will serve “regular” community children – it does not plan to seek out students with particular educational interests, backgrounds, or challenges. Clemente Charter School will serve students in the Bell neighborhood of Los Angeles and its surroundings. Specifically, the school draws from zip code 90201, as well as other local communities. CCS will serve students in grades kindergarten through six, representing the demographics of Los Angeles Unified School District. CCS will serve students of diverse racial, social and economic backgrounds. The majority of students who reside in CCS’ surrounding zip codes qualify for free and reduced lunch. The student population will reflect the ethnic diversity of the student population of LAUSD, academic achievement, skills, and interests as well as ethnic and socioeconomic status. The overwhelming majority of students within LAUSD come from underserved communities.

Clemente Charter School proposes to be located at Corona Avenue Elementary School, 3825 Bell Ave, Bell, CA 90201, or other location within its general attendance area.

During the 2012-2013 school year Corona Avenue Elementary School’s student population was approximately 97% Hispanic or Latino, 2% White (not Latino), 0% Asian, 0% African American, and 0% Filipino. 49% of Corona Avenue Elementary School’s students were English Language Learners and 91% qualified for the free and reduced price lunch program.
| School               | Grade Span | 2013 Growth API Testing Enroll | 2013-14 PI Status | Met 2013 Sch-wide Growth Target | Met 2013 Subgroup Growth Targets | 2013 Growth API | 2012 Base API | 2012 Base API State Rank | 2012 Base API Similar Schools Rank | % F/R Lunch | % Sp Ed | % GATE | % EL | % RFEP | % Hisp | % White | % Af Amer |
|---------------------|------------|--------------------------------|------------------|---------------------------------|----------------------------------|----------------|--------------|-----------------------|------------------------------------|--------------|----------|---------|------|--------|--------|---------|----------|----------|
| Woodlawn Ave EL     | K-6        | 519                            | Yr 2             | N                                | N                                | 769            | 774          | 3                     | 3                                  | 100%         | 7%       | 3%      | 54%  | 9%     | 98%    | 1%      | 0%       |
| Corona Ave EL       | K-5        | 766                            | Yr 5             | N                                | N                                | 749            | 754          | 2                     | 2                                  | 91%          | 8%       | 6%      | 39%  | 21%    | 97%    | 3%      | 0%       |
| Nueva Vista EL      | K-5        | 725                            | Yr 3             | Y                                | N                                | 808            | 817          | 6                     | 8                                  | 92%          | 8%       | 5%      | 31%  | 9%     | 96%    | 2%      | 0%       |
MISSION AND VISION

Purpose:
*Inspiring students to become accomplished, enthusiastic learners who are prepared to be global leaders.*

Clemente Charter School students will set goals, develop action plans, and chart progress toward meeting their objectives. Students will learn to read, interpret, and use data to inform their goal setting.

Each day, students will be leaders in their classrooms by facilitating workshops, teaching their peers, and identifying opportunities for continuous improvement using various quality systems tools.

Mission:
*Clemente Charter School develops learners into global leaders through a learner-centered environment that empowers, innovates, and continuously improves.*

The learner-centered approach will be evident on the first day of the school year when students and their teacher(s) collaboratively develop a shared vision, code of cooperation, establish standard operating procedures, and set class goals. The schoolwide code of cooperation will be created over the summer prior to the opening of the school, and will be collaboratively created with parents, teachers, students, administration, and the local community. This will be done to establish a safe and civil schoolwide climate and will also model the process for all stakeholders.

Continuous improvement will permeate class cultures as students revisit action plans, specifically their Plan-Do-Check-Adjust (PDCA) plans, to determine whether or not goals were met and regularly check in on classroom processes and programs to identify opportunities for improvement.

Vision Statement:
Clemente Charter School:
- Trailblazes a learner-centered approach that ensures engagement and mastery.
- Monitors results to continuously improve systems.
- Empowers learners to be global leaders.

*Trailblazes a learner-centered approach that ensures engagement and mastery*

Using tools such as Plan-Do-Check-Adjust (PDCA), students will set individualized learning and behavioral/social goals, prepare action plans for achieving these goals, and track their own academic and behavioral/social progress.

Students will demonstrate high levels of engagement by using deeper cognitive processing strategies (such as elaboration rather than simple or “surface” processing strategies such as rehearsal), persisting with difficult tasks, and monitoring their own learning progress. These deeper cognitive strategies will be explicitly taught in all classrooms, through processes such as the 5 whys, the PDCA cycle, and the implementation of Marzano’s nine high yield strategies.

*Educate*, CCS’s electronic student grade book, will allow students and parents access to real-time data on student performance. This data will be used to inform both the instructional program and student goal setting.

*Monitors results to continuously improve systems*
Students will have access to multiple data points on their achievement. In each CCS classroom, students will maintain a goal folder. The goal folder will contain student action plans, progress toward meeting academic goals, and evidence of learning.

Once students have provided three pieces of evidence demonstrating that they have mastered a standard, they will take a Standard Clearing Assessment (SCA). The SCAs are in-house assessments created by the Ingenium Schools staff based on the CST blueprint and test released questions. The SCA is the final verification that a student has mastered a California Content Standard and the California Common Core State Standards. Students, teachers, parents, administrators, and the governing board have access to information on SCA passage rates.

Students will also track their enthusiasm for learning, engagement in learning, and level of personal responsibility through surveys, self-reflection journals, and other instruments.

**Empowers learners to be global leaders**

Clemente Charter School students will demonstrate high credibility, be forward thinking, maintain a team-oriented disposition, and inspire themselves and others toward common goals and exceptional results.

CCS will use the *Leader in Me* program to instill in students an appreciation of character values that are important to their positive functioning in school and in society. Students that demonstrate high character will be acknowledged at monthly awards assemblies.

The Ingenium Schools Technology curriculum was developed with an eye toward the skills that will be important for students to possess in the ever-evolving future. The curriculum will be revisited each year in a strategy session open to all stakeholders. At the session, adjustments to the Technology curriculum will be considered to reflect changes and anticipated changes in technology demands.

CCS classrooms will be inherently team-focused with collaboration always at the forefront. Students will collaboratively set class goals, track these goals, and work together to achieve them. They will continue this cycle throughout the school year. As classes achieve goals, they will hold celebrations. In working together, students will inspire each other daily as they understand that each class goal that is reached results in a sense of accomplishment that everyone is able to enjoy.

**EDUCATIONAL PHILOSOPHY**

Clemente Charter School’s educational program has been developed to provide expanded educational choice and opportunities for families in Bell and surrounding communities. CCS will strive to enroll a student body that is representative of the diversity of the surrounding community. It will serve students whose families have an interest in and a commitment to the school’s philosophy and vision.

CCS shall be non-sectarian in its admission policies, employment practices, and all other operations. The school shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability.

The Ingenium Learning System (ILS) approach will greatly benefit all students and particularly those students whose progress has been hampered by the rigidity and lack of student and family empowerment within the traditional school model.

The ILS model has been informed by the Reinventing Schools Coalition’s Reinventing Schools Model (RSM). RSM proved to be extremely effective for the Chugach School District, located in Alaska. After
reinventing its schools, Chugach saw consistent improvements in student performance; an analysis of aggregated data (2000-2004) from the Alaska Benchmark and High School Qualifying Examination achievement tests showed consistent improvement in students’ proficiency percentages in reading, writing, and mathematics. In 1994, Chugach School District began a comprehensive restructuring effort, by pioneering a standards-based system of whole child education that emphasized real-life learning situations. As a result of their “Onward to Excellence” campaign, Chugach School District shot from the twentieth percentile in reading on the nationally normed California Achievement Test to the eightieth percentile. In 2001, the district won the Malcolm Baldrige National Quality Award. In 2007, more than 80% of Chugach students who took the state’s third-grade and ninth-grade exams passed in reading and more than 60% passed in math.

**An Educated Person in the 21st Century**

CCS will provide an environment in which children will develop into confident, self-motivated, resourceful, and productive lifelong learners. To meet the challenges of the current century, students at CCS will acquire the habits and skills necessary to succeed in school and beyond as contributing citizens of the 21st century. These habits and skills include:

- Critical Thinking
- Leadership
- Problem Solving
- Continuous Improvement Cycle
- Collaboration
- Demonstration of Positive Character traits
- Hold Strong Technology Skills

<table>
<thead>
<tr>
<th>21st Century Habits and Skills</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>CCS students acquire, manage, critically analyze, and use information as they manage their individual and class action plans, design individualized learning opportunities, and problem solve in their classrooms.</td>
</tr>
<tr>
<td>Leadership</td>
<td>In the classroom students facilitate workshops, act as peer tutors, and lead classroom discussions. Students draft action plans, monitor their plans, and graph results.</td>
</tr>
</tbody>
</table>
| Problem Solving               | CCS students use quality systems tools, such as the Parking Lot, 5 whys, and enthusiasm for learning surveys, to provide feedback on the instructional program. Using these tools, students brainstorm solutions to school or class challenges, identify the most effective solutions, and then collaboratively
| Use the Continuous Improvement Cycle | The Plan-Do-Check-Adjust (PDCA) cycle is embedded in all school operations. The PDCA tool allows students, teachers, administrators, and other stakeholders to set goals, determine a path by which to achieve the goals, and regularly check in on progress. The adjust piece of the cycle allows for creative problem solving and additional strategic planning. |
| Collaboration | The CCS classroom is intrinsically collaborative as students work together to achieve goals and improve the class operations. |
| Demonstration of Positive Character Traits | CCS students will demonstrate the seven habits that form the Leader in Me program. 1) Be proactive; 2) Begin with the end in mind; 3) Put first things first; 4) Think win-win; 5) Seek first to understand; 6) Synergize; 7) Balance feels best. |
| Hold extensive and constantly evolving computer skills | CCS will use the Ingenium Schools Technology curriculum to ensure that students have the skills necessary to thrive in an increasingly technology-driven world. The Technology curriculum will be revisited each summer in a collaborative roundtable session with stakeholders to update the curriculum to reflect changing demands. |

CCS will implement a high quality instructional program that will provide students with the foundational skills necessary to succeed in college and career.

**How Learning Best Occurs**

Clemente Charter School’s educational philosophy focuses on creating an RSM-based learning environment. The RSM approach emphasizes student accountability through the use of quality system tools that build critical thinking and information disaggregation skills.
Expectations for student mastery of the California Content Standards ("CCS") and the Common Core State Standards (CCSS) are clearly defined and transparent. In a traditional system, students are often confused as to their level of achievement and the steps necessary to reach the next grade level. At Clemente Charter School, students set academic goals based on the CCS and the CCSS, determine action steps, and regularly evaluate progress to determine opportunities for course adjustments. Students will be explicitly taught SMART (Specific-Measurable-Attainable-Relevant-Time Bound) goal setting, and will see the academic benefits of achieving their goals. This process will teach students how to critically analyze the goal setting process, as well as the results. Students will be taught to analyze the root causes of not meeting a goal with the ultimate purpose of making adjustments in the continuous improvement cycle.

The cycle for student goal setting is illustrated below:

Using this process, students will become increasingly aware of the central role they play in the course of their own education. Goal setting begins with the class setting and tracking whole class goals. Once this process is ingrained, students will be walked through the PDCA cycle for setting individual academic goals. As students grow more familiar with the goal setting cycle, with a gradual release of responsibility, students will start creating and tracking their own academic goals.

Students will be leveled into classes based on their performance on an entrance assessment, using Pearson Diagnostics. The entrance assessment will occur during the first week of school. The data collected will be used to group students performing at similar academic levels. To discern similarities, data from these assessments will be disaggregated by strands within the CSS and the CCSS. Grouping is flexible, as students move through levels throughout the year. In a competency based model, such as the one at Clemente Charter School, students are leveled by standards mastery, rather than by ability. For instance, if a sixth grader starting at CCS is leveled at level 5 at the beginning of the year because he or she has not mastered about a third of the standards based on our entry level assessment, he or she
may focus on mastering those particular standards. When he or she masters the remaining standards for the level, he or she will be re-leveled to level six. Students may, over the course of the academic year, move through as many levels as they are motivated to clear. In the classroom, teachers will use differentiated instruction to address individual student needs. To clear an academic level, students must demonstrate mastery of the correlating California Content Standards and the Common Core Standards through successful completion of the relevant Standards Clearing Assessment.

Standard Clearing Assessments have been internally developed at Ingenium Schools and are based on the CCS and CCSS. There is a task force assigned to creating questions for our SCAs that will correlate to the questions created by the Smarter Balance Assessment Consortium. This will be completed by July 2013. The Assessment Coordinator will administer the SCAs and collect data on passage rates. This information can then be used by students and teachers to inform both development and revision of action plans.

Teachers will use research-verified instructional strategies in their classrooms. Researchers at Mid-continent Research for Education and Learning (McREL) analyzed selected research studies on instructional strategies that could be used by teachers in K-12 classrooms using meta-analysis (see *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock, ASCD, 2001; Robert Marzano is an associate of RISC).

The McREL study identified instructional strategies that have a high probability of enhancing student achievement across age, grade, and content areas. The figure below lists nine categories of strategies that have a strong positive effect on student achievement. Clemente Charter School will use all nine strategies in its classrooms.

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Average Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying similarities and differences</td>
<td>1.61</td>
</tr>
<tr>
<td>Summarizing and note taking</td>
<td>1.00</td>
</tr>
<tr>
<td>Reinforcing effort and providing recognition</td>
<td>.80</td>
</tr>
<tr>
<td>Homework and practice</td>
<td>.77</td>
</tr>
<tr>
<td>Nonlinguistic representations</td>
<td>.75</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>.73</td>
</tr>
<tr>
<td>Setting objectives and providing feedback</td>
<td>.61</td>
</tr>
<tr>
<td>Generating and testing hypotheses</td>
<td>.61</td>
</tr>
<tr>
<td>Questions, cues, and advance organizers</td>
<td>.59</td>
</tr>
</tbody>
</table>
Marzano’s (Nine) High-Yield Instructional Strategies

By Robert J. Marzano

Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

<table>
<thead>
<tr>
<th>High Yield Instructional Strategies</th>
<th>What the Research says:</th>
<th>How it looks in the Classroom:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying similarities and Differences (Yields a 45 percentile gain)</td>
<td>Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations</td>
<td>Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers</td>
</tr>
<tr>
<td>Summarizing and note taking (Yields a 34 percentile gain)</td>
<td>Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.</td>
<td>Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.</td>
</tr>
<tr>
<td>Reinforcing effort and providing Recognition (Yields a 29 percentile gain)</td>
<td>Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.</td>
<td>Hold high expectations, display finished products, praise students’ effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives, Spelling Bee, Constitution Day, School Newspaper, etc.</td>
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<td>---</td>
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<tr>
<td>Homework and practice (Yields a 28 percentile gain)</td>
<td>Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.</td>
<td>Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution; SLCs; teacher email.</td>
</tr>
<tr>
<td>Nonlinguistic representations (Yields a 27 percentile gain)</td>
<td>Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.</td>
<td>Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.</td>
</tr>
<tr>
<td>Cooperative learning (Yields a 23 percentile gain)</td>
<td>Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups.</td>
<td>Integrate content and language through group engagement, reader’s theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams, Students tackle TAKS word problems in groups and explain their answers, etc.</td>
</tr>
<tr>
<td>Setting objectives and providing Feedback (Yields a 23 percentile gain)</td>
<td>Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.</td>
<td>Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson.</td>
</tr>
<tr>
<td>Generating and testing hypothesis (Yields a 23 percentile gain)</td>
<td>Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.</td>
<td>Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, finding other ways to solve same math problem, etc.</td>
</tr>
<tr>
<td>Questions, cues, and advance Organizers (Yields a 22 percentile gain)</td>
<td>Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.</td>
<td>Graphic organizers, provide guiding questions before each lesson, think alouds, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, foldables, annotating the text, etc.</td>
</tr>
</tbody>
</table>
CCS staff will be trained on all of these instructional strategies during summer orientation workshops led by both outside consultants as well as in house specialists. In addition, additional weekly professional development will be devoted to strategies for implementation in the classroom. Post professional development teacher observations will assist in identifying areas in which teachers need additional training.
In their book *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, Marzano, et al reference the three elements of effective pedagogy dialeged below:

![Diagram of Three Elements of Effective Pedagogy]

Clemente Charter School will adopt all three elements. CCS’s approach to effective pedagogy will lead students on the path to become proactive learners capable of setting goals, creating action plans, and making data driven decisions.

Each class will develop collaboratively a Code of Cooperation which will provide explicit guidance on behavior expectations in the classroom. Our school-wide code of cooperation will be created over the summer and will be a collaborative effort between parents, students, teachers, administrators and community members.

CCS’s curriculum is based on the California Content Standards and the Common Core State Standards (CCSS). All curriculum and student work is standards-based. Ingenium Schools has already begun training on the Common Core State Standards (CCSS) for all teachers, and has held workshops on the transitions for staff, students, and parents. Over the summer, teachers will develop progression of learning and pacing charts to guide instructional planning, and will attend workshops on the Common Core State Standards.

Students will be presented with the relevant standards for their grade level allowing for a transparent system in which students understand what they must know and be able to do to progress to the next grade level.

**Clemente Charter School will enable all students to become self-motivated, competent, life-long learners through commitment to these Core Values and Concepts.**

<table>
<thead>
<tr>
<th>Baldrige Core Values and Concepts¹</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISIONARY LEADERSHIP</td>
<td>CCS will:</td>
</tr>
<tr>
<td>Visionary Leadership occurs when</td>
<td>• Involve all stakeholders in creating the vision, mission and goals for the school</td>
</tr>
<tr>
<td>there is a shared vision and</td>
<td>• Take responsibility for the vision, mission, values, goals, and</td>
</tr>
<tr>
<td>visible commitment of all</td>
<td></td>
</tr>
<tr>
<td>stakeholders to the principles</td>
<td></td>
</tr>
<tr>
<td>of continuous improvement and</td>
<td></td>
</tr>
</tbody>
</table>

¹The definitions and examples represented in this table are cited from Montgomery County Public Schools, which earned the Baldridge Award in 2010. See [http://www.montgomeryschoolsmd.org/info/baldrige/](http://www.montgomeryschoolsmd.org/info/baldrige/).
LEARNING-CENTERED EDUCATION

Learning-Centered Education occurs when the school's goals/objectives and actions support student learning and the current and future needs of students.

- Develop school goals/objectives and action plans based on high expectations and performance excellence
- Measure learning periodically through formative assessments, adjusting instruction accordingly
- Enable students to take responsibility for managing their education as co-directors of their learning
- Provide opportunities for problem solving

ORGANIZATIONAL AND PERSONAL LEARNING

Organizational and Personal Learning occurs when there is a well-executed approach enabling staff and students to participate in personal learning and continuous improvement processes.

- Continuously improve and adapt goals, approaches, and processes systemically and systematically
- Embed learning in all activities and at all levels of the school, e.g., solving problems at their root cause, sharing knowledge to effect meaningful change

VALUING WORKFORCE MEMBERS AND PARTNERS

Valuing Workforce Members and Partners occurs when staff and stakeholders' input, shared decision making, on-going development, and collaboration are valued and enhanced.

- Provide for staff and stakeholder participation in developing processes and programs
- Create an environment for collaboration and creativity
- Provide recognition for staff
- Recognize the contributions of the diverse cultures of the school community
- Encourage partnerships within the school (professional learning communities, vertical articulation teams, staff development, etc.)
- Encourage partnerships outside the school (other schools, social service organizations, businesses, etc.). CCS will be responsible for DOJ clearance, TB, etc.
AGILITY

Agility occurs when there is the desire and the ability for faster and more flexible response to student and stakeholder needs.

- Regularly analyze classroom and/or individual student data early to facilitate adjustments in a timely fashion
- Use the PDCA cycle and quality tools to continuously examine and refine organizational practices

FOCUS ON THE FUTURE

Focus on the Future occurs when there is an understanding of the expectations of next level teachers, of the community, and of employers so that students can prepare for a future point in time.

- Anticipate changes in educational and vocational requirements, instructional approaches, professional development needs, demographics, etc., adjusting school goals accordingly. This will be done by teacher and school leadership involvement in professional organizations, such as NCTE (National Council for Teachers of English), NCSS (National Council for the Social Studies), NCTM (National Council for Teachers of Mathematics), CCSA (California Charter School Association), etc. Teachers will also attend the annual National Differentiation Conference, as well as other local professional development workshops and conferences.

- Encourage innovative strategies and processes, using quality tools to organize, prioritize, and plan for innovations and the PDCA cycle to determine value

MANAGING FOR INNOVATION

Managing for Innovation occurs when stakeholders are supported in creating meaningful change in programs or processes that create new value for student achievement.

- Analyze multiple sources of data in evaluating student achievement, such as Curriculum Associates benchmark assessments, Pearson Assessments, SCAs, etc.; staff, student and stakeholder satisfaction/dissatisfaction; staff education and training; the leadership system; and key processes
- Analyze data quarterly to make decisions and to determine needs, areas for improvement, cause and effect, etc., disaggregating data, as
Clemente Charter School will prepare quarterly for the California Performance Award and Malcolm Baldrige Award for Performance Excellence applications to evaluate progress towards its goal of becoming a world-class Baldrige-based educational institution.

**SOCIETAL RESPONSIBILITY**

Societal Responsibility is the belief in group norms and values and the practice of good citizenship, understanding that it is the school’s role to model these values as members of the community.

- Model ethical behavior and plan for the protection of health, safety, and the environment of the school
- Go beyond mere compliance in meeting local, state, and federal laws and regulations
- Participate as a contributing member of the community through projects (e.g., Heal the Bay, American Cancer Society Walkathon, etc.)

A Day in the Life of a Student

**A DAY IN THE LIFE OF A FOURTH GRADE STUDENT AT CLEMENTE CHARTER SCHOOL**

This scenario illustrates a day in the life of Miguel Saucedo, a fictional fourth grade student at Clemente Charter School. It is told from Miguel’s perspective.

At 8:00, when the school bell rings, I’m sitting quietly in my seat reading *Harry Potter and the Sorcerer’s Stone*. I have my pencil, homework, and student goal folder on my desk. My first class is English Language Arts.

Janice Cota, our class goal monitor for the day, is entering the number of students who are sitting quietly and prepared to work in the class goal folder. When we started the year, some students arrived after the bell rang, were not reading, or did not have their materials out when the bell rang. As a class we agreed that we had to come to school on time and be prepared to learn because we were not achieving our goals.

We agreed to an action plan to get everyone to be in their seats on time and ready to go. The plan requires that Janice record the number of students each day that are ready to go when the bell rings. When we all are ready every day for one week, the whole class will get the prize that the class agreed to – a warm fuzzy party. We turned in our plan to the Principal, Ms. B, and explained to her that we are working to improve our attendance and level or preparedness when we arrive at school. Ms. Bakeer had been checking our attendance data and noticed that our class was struggling to arrive on time. She asked us to keep her informed of our progress.
We have our student goal folders out because it’s Monday – the day when we get the results back from our Friday assessments. Ms. Jarndyce, my English Language Arts teacher, has a big smile on her face, so I know we did well. Janice posts the class results on the wall.

Our class did well on the reading assessment and we met our goal for the week in reading, but I did not make the improvement that I planned in the reading section of my student goal folder. I wrote an action plan for what I am going to do to catch up with the rest of the class. The Plan, Do, Check, Adjust template helped me write my action plan. I’m going to read an extra 30 minutes a day at home and ask my older brother Carlos to help me with words I don’t understand. This has been a problem for me because I sometimes get discouraged when I come across new words and stop reading. I think Carlos can help me. I am also going to use the comprehension questions that Ms. Jarndyce gave to us to use with any story that we read.

Sarah won the Accelerated Reading Award for the month. She told me she likes this school because you get recognition for academic improvement, not just for sports.

We separated into four groups for centers. Three of the groups read while Ms. Jarndyce worked with the group I am in (the one with the students who did not meet their reading goals). We have to adjust our PDCAs from last week, focusing on strategies to improve our reading scores.

In our math class the next period, Mr. Toby gave us our math assessment results. I did well but the class did not. Many students cannot “multiply and divide expressions involving exponents with a common base,” one of the standards we wanted to have mastered by now. I’m good at doing this. We worked on a class action plan for how we are going to master this standard before the next assessment. We are going to separate our class into six groups, each with a high-scoring student, to work on this standard. Mr. Toby is going to give us worksheets that use this standard to work on in the groups. He also is going to go around to each group to see how it is going and give tips. I’m going to be leading one of the groups as a math prefect. I like helping other people when I am successful at something and I know that they will help me when I need help with my reading.

During science, which Mr. Toby also teaches, we learned about the rock cycle, which includes the formation of new sediment and rocks, and that rocks are often found in layers with the oldest generally on the bottom. I put my notes in my homework folder to study at home tonight. Before we were allowed to go home for the day we had to fill our out agendas. We copied the standard that we learned for each subject from the board into our agenda. Part of our homework each night is to review the standards that we learned with our parents so that they understand what we are studying. Then I wrote down my assignment for each subject. I also wrote a note to begin looking for a book for my next book report. My choice is not due until Friday, but I sometimes forget to look for one and I wanted to begin early this time. Finally, I wrote a half page letter to my parents explaining how I did on my assessments last week and what my new goals and action plans are for this week. Mondays are an important day of the week for me because they help me make a plan for the rest of the week so that I know what to expect.
**Instructional Framework: Ingenium Learning System**

All Clemente School classrooms will deploy the Ingenium Learning System (ILS), which Clemente Charter School’s parent organization, Ingenium Schools, has adapted from the Reinventing Schools Model.

The ILS employs inquiry-based learning and learner self-initiative. By motivating all students, fostering a desire to learn, and providing a high-quality educational experience, the ILS will guide each student to achieve her full potential.

In CCS’s classrooms, teachers and students will utilize processes and systems to guide individual and class learning. All students will manage their learning and chart their progress across content areas. Students will regularly set goals, evaluate their progress, and make adjustments, if necessary, to their action plans. These skills will be explicitly taught beginning with whole group goal setting using the PDCA tool, tracking, and adjusting when goals are not met. As students develop their familiarity with the processes and systems, teachers will gradually release responsibility by continuing to scaffold these skills until students are able to do them successfully independently.

The following elements will be common to all Ingenium classrooms:

- **Data Center.** The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. CCS gives parents or eligible students have the right to inspect and review the student’s education records maintained by the school. CCS gives parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. CCS must have written permission from the parent or eligible student in order to release any information from a student’s education record.

  - **Student Goal Folders**
  - **Scoring Guides and Capacity Matrixes (see Appendix C).**
  - **Use of quality tools and the Plan, Do, Check, Adjust (PDCA) cycle.**

**Classroom Data Centers**

The focal point of the Ingenium Learning System is the classroom data center. It is central to the program and communicates a classroom environment focused on evidence of student learning.

Data centers become a reference for teachers and for all students to organize and maintain a results-based focus. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. CCS gives parents or eligible students have the right to inspect and review the student’s education records maintained by the school. CCS gives parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. CCS must have written permission from the parent or eligible student in order to release any information from a student’s education record.

A classroom in which each student understands the expectations based on explicit, measurable goals/objectives with data charts and quality tools to keep the class on track is critical to attaining results.
The classroom data center will evolve as the teacher and all students:

- Formulate the class vision, code of cooperation, and core values that shape the class culture.
- Develop and evaluate class goals/objectives and action plans.
- Establish action plans for each goal and frequently monitor progress to determine program effectiveness.
- Incorporate quality tools and the PDCA cycle to problem solve — assessing, redirecting, and revising goals/objectives as needed.

**Curriculum and Instructional Design**

Clemente Charter School’s ILS educational program has been designed around the RSM and Baldrige quality principles, processes, and tools.

Long Beach Unified School District has implemented Baldrige programs in a number of its schools. Emerson Parkside Academy, a conversion charter school in Long Beach, increased its API from 536 in 1998 to 820 in 2007 through the use of Baldrige systems and processes. In 2006 Emerson Parkside Academy won the Silver Level California Award for Performance Excellence.

CCS will work closely with the Re-Inventing Schools Coalition (RISC), which was formed by the leaders of Chugach School District when it won the Baldrige Award, to perfect its own Baldrige implementation.

**Baldrige Core Values and Concepts**

The foundation of CCS’s business practices and educational philosophy is the Baldrige Core Values and Concepts, which are incorporated in the RSM. These Values and Concepts form the basis for the Malcolm Baldrige National Quality Award.

**Addressing the Needs of the Targeted Student Population**

According to 2010 CST results, only 40.5% of students at Corona Avenue Charter School scored at or above proficient in Language Arts. Only 17% percent of English Learners scored at or above proficient in this area.

In the area of Mathematics, only 55.5% of students at Corona Avenue Elementary School scored at or above proficient. Thirty four percent of English Learners scored at or above proficient in this area.

In the area of Science, 44.9% of students at Corona Avenue Elementary School scored at or above proficient. Four percent of English Learners scored at or above proficient in this area.

The Reinventing Schools Model, from which the ILS was adapted, has a positive impact on schools. The following bulleted list demonstrates some of the underlying reasons for the program’s success:

- Dr. Deming, upon whose theories the RSM framework for excellence is modeled, stated that 95% or more of all problems within any organization are due to faulty systems and processes, not faulty individuals. The Baldrige approach reinforces this focus on improving systems and processes and not blaming students for these failures.
• RSM is a leadership model that provides guidance on how to manage a system to empower stakeholders. In this way, students, families, community members, political leaders, and other individuals feel connected to and a part of a collaborative effort to achieve outstanding results.

• Teachers and all students become co-directors in the creation of a classroom culture defined by success. The class collaboratively writes a shared vision statement, which guides classroom decision making. Quality system tools provide a mechanism by which students may continually comment on the direction of the instructional program.

Classroom strategic planning preserves instructional time by reducing disruptions that result when a traditional top-down boss-management approach is used by teachers. In a Baldrige classroom everyone is considered important to the success of the group and, within the framework of this cooperative, learning inevitably and dramatically increases.

Mission and excellence factors for students and teachers are regularly measured using quality tools and analyzed before determining strategies for improvement. Nothing about the strategic plan is rigid; all areas are open to adjustment and reinvigoration.

*How the Reinventing Schools Model improves the resilience of all students, including those with significant behavior and academic challenges*

Traditional schools frequently have a punitive approach to discipline. If these approaches were effective, there would be no or very little need for in-school suspension, detention, or out-of-school suspension or expulsion. These approaches put nearly the entire onus for school and classroom behavior problems on the students. This emphasis on individual culpability rather than system failure is misguided.

The Reinventing Schools Model improves student resilience through the following methods:

• Fostering a collaborative approach at the school level allows all students to participate as members of teams empowered to solve system issues.

• Building partnerships between students and other stakeholders to analyze data, determine root causes, and establish action plans to solve a variety of challenges within the school.

• Connecting everyone in the school and all outside stakeholders—making the culture of synergy and caring evident.

*Addressing California Content Standards and the Common Core State Standards*

Clemente Charter School’s instructional approach will support student achievement of the objectives specified in the charter and mastery of the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code §60605 by the following processes:

• The California Content Standards and the Common Core State Standards will form the basis of student generated action plans. Students will monitor their progress toward mastery of all of their grade level standards and make adjustments as necessary.

• The Student Goal Folder will contain each student’s individualized learning plan (ILP). The ILP will contain student PDCA sheets, progress tracking documents, and evidence that students have attained their goals.

• Comparative data will be posted in the classrooms. We will use a discreet numbering system to ensure that FERPA laws will not be violated. Data will be analyzed in each content area to monitor progress at the individual, class, and school-wide levels.
• Overall data trends will be evaluated at every level and discussions will take place on a weekly basis regarding curricular adjustments and interventions to be utilized for struggling students as well as enrichment recommendations for high achieving students.

• Prior to the start of the school year and during professional development time over the course of the summer, teachers in all content areas will unpack the California Content Standards and the Common Core State Standards and create progression of learning and pacing charts.

• Progress reports will reflect standards-based grading. Grades will be based on student progress toward mastering the California Content Standards and the Common Core State Standards for their grade level. All assignments, assessments, and projects will be standards-based and all students will continue to focus on their goals for mastering the standards throughout the school year.

• Correlation studies will be performed using school-wide mastery of the standards and comparative data from the California Standards Test in each content area as appropriate. A full analysis of school performance as well as class and individual performance will be studied as data becomes available. Trends will be noted and, prior the start of the next school year, recommendations and an action plan will be developed to address areas in need of modification.

Curriculum

Clemente Charter School will offer a curriculum that is aligned with the academic performance and content standards of the California State Board of Education and supplemented by verified research-based curriculum models. The core curriculum will consist of language arts/reading, mathematics, science, and social studies. In addition, the instructional program will include physical education, visual-performing arts, technology, and foreign language courses.

CCS understands that children learn best when they are engaged in activities that capitalize on their natural curiosity and assist them in uncovering areas of talent or passion. In addition to meeting California state-mandated curriculum standards, Clemente Charter School will provide all students with the opportunity to experience other cultures and develop a global perspective through school wide events, projects, and field trips.

The school will encourage all students to use problem-solving and critical-thinking skills not only in the classroom but in social situations as well. The school will foster a learning community in which all students experience respect for their sustained efforts as well as their immediate successes.

The school will have specific standards-based curriculum for each grade level. The intended outcome for the school will be that all students function at or above grade level as set by state standards in areas of reading/language arts, mathematics, science, and social studies.

Innovative teaching plans will provide activities to build visual, auditory, and kinesthetic skills for all students. A learning styles inventory will further guide instructional decision making and assist in tailoring instructional delivery to student needs. These activities will provide engaging ways to capitalize on children’s individual intellectual strengths and manners of learning.

The overarching philosophy of CCS is a focus on developing the “whole child” through the integration of visual and performing arts into other content areas. This philosophy works in conjunction with the idea that it is part of a school’s mission to assist students in identifying their passions and talents. In addition, through these endeavors, children build creative capacity and problem-solving skills.
The Clemente Charter School curriculum will be guided by the California content standards and the Common Core State Standards specifying what all students must master each academic year.

Our curriculum will give students the opportunity to become natural learners. We believe that growth is developmental and CCS will be prepared to assist students at different developmental levels socially and emotionally. We understand that children learn best when they are engaged in activities and studies of interest to them. In addition to meeting California state-mandated curriculum standards, Clemente Charter School will provide all students with the opportunity to learn a second language, experience other cultures, and understand the challenges that they face in a global society.

The school will encourage all students to use problem-solving and critical-thinking skills not only in the classroom but in social engagements as well. The school will foster a learning community in which all students experience respect for their sustained efforts as well as their immediate successes.

As mentioned earlier, the curriculum is developmentally appropriate, as it is based on a developmental model that holds that children have identifiable stages of development and their education must be appropriate to the specific stages of development, and it is aligned with the California state curriculum framework. The school has specific standards-based curriculum for each grade level. The curriculum outcome standard of the school is that all students function at or above grade level as set by state standards in areas of reading, language arts, mathematics, science and social studies.

The core curriculum consists of reading/language arts, mathematics, science, and social studies. In addition all students will be taught physical education, visual-performing arts, technology, and foreign language courses.

The curriculum is designed to allow each child the opportunity to communicate and to develop an interest in culturally diverse literature and other reading materials. Emphasis will be on acquiring basic skills using sequential learning standards. Through the utilization of cooperative and flexible learning strategies, participation in small group activities will promote positive social development, responsibility, and academic interaction. Flexible learning strategies incorporate a variety of student grouping, as seen in the chart below:

<table>
<thead>
<tr>
<th>Teacher-Led</th>
<th>Student-Led</th>
<th>Performance Based Groups</th>
<th>Student Dyads/Pairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class Instruction</td>
<td>Collaborative Groups</td>
<td>Group Study</td>
<td>Think-Pair-Share</td>
</tr>
<tr>
<td>Small Group Instruction</td>
<td>Circle Sharing</td>
<td>Interview for Options</td>
<td>Partner Turns</td>
</tr>
<tr>
<td>Students working alone</td>
<td>Four Corners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in teacher directed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Innovative teaching plans will provide activities to build visual, auditory, and kinesthetic skills for all students who learn best through seeing, hearing, and movement. These activities will employ one or more modalities to build sound-symbol association skills and provide lively and engaging ways to capitalize on children’s individual intellectual strengths and learning styles.

The Visual and Performing Arts learning standards form a bridge for all students at Clemente Charter School to achieve excellence. The arts program supports and extends learning experiences for all
students in basic literacy and advance skills in Language Arts, Math, Science, and History/Social Science. The arts program will engage all students in activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student-produced products.

Core Academic Course Descriptions

MATH

According to the 2003 National Assessment of Educational Progress (NAEP), a large gap still exists in math performance between white students and Hispanic and African American students. Since the passage of the No Child Left Behind Act, demand for mathematics programs and practices that have been proven by scientific research has increased. The No Child Left Behind Act seeks to improve math education by mandating the use of research-based programs with long-term records of success in instruction and student achievement.

enVisionMath

CCS shall use the enVision Math program. PRES Associates, an independent research firm, conducted a longitudinal randomized control trial (RCT) study to assess the effectiveness of enVision Math in helping students attain critical math skills. The study was designed to address all standards and criteria described in the What Works Clearinghouse (WWC) Study Review Standards. The study commenced in 2007–08 with 2nd and 4th grade students and followed these students into 3rd and 5th grades in 2008–09. The results of this study are outlined in the Year 2 results report below.

Results indicate that students using enVision Math demonstrated significantly greater improvement in computation, problem solving, and math communication as compared to students using other math programs. The consistency of positive effects in favor of the enVision Math program over the course of two years lends support to the conclusion that the enVision Math program has a positive impact on student performance relative to other math programs.

Furthermore, effect sizes obtained in the second year were greater than those obtained during the first year of the study. Specifically, effect sizes at the end of the 2-year study ranged from .25 to .46 – notably larger than the positive effect sizes obtained during 2007-2008 (.20-.24). This suggests that stronger effects occur over time as students and teachers have greater exposure to enVision Math.

The magnitude of positive effect sizes found would be considered educationally meaningful in the research literature. Indeed, reviews of research conducted on elementary math curricula published by the What Works Clearinghouse show that effect sizes obtained in this RCT on EnVision Math are one of the largest found to date.

State assessment data was also collected from 5 schools and were obtained for spring 2007 (i.e., baseline data), and spring 2008 (i.e., 7-9 months into the study). Small effect sizes were expected given that students had used the EnVision Math treatment program for less than one school year. Although no effects were statistically significant, it is noteworthy that 5 of the 6 effect sizes calculated are positive, this suggests that EnVision Math students performed better than control students on state assessments.

READING AND LANGUAGE ARTS

Clemente Charter School shall use Pearson Literature California Reading and Language, a comprehensive literature program developed specifically for California and based on the most recent reading research. Organized around Big Questions and the Understanding by Design model of Grant Wiggins, the program also provides differentiated instruction for struggling readers, English learners, and advanced learners,
making the program curriculum accessible to all students and ensuring that all students have the opportunity to master the State’s Language Arts Content Standards.

SCIENCE

Clemente Charter School Science Program shall provide children with the opportunity to investigate the natural world, learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the elementary school curriculum.

The Science Program shall be based on the following principles of scientific literacy:

- All children can investigate and learn science concepts and can experience success in science.
- Children must develop knowledge of and the ability to use the tools and processes of scientific inquiry.
- Children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn about the history and nature of science.
- While engaged in the study of science, children should have the opportunity to build success in other curricular areas.
- Science content should be presented to children in an interesting, comprehensible, and organized format.
- Children’s competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

The CCSS outline what all students should know and should be able to do in science. For grades kindergarten through six, the CCSS are written specifically for each grade. The content within each grade is organized into the following four strands:

- Life Sciences
- Earth Sciences
- Physical Sciences
- Investigation and Experimentation

Clemente Charter School Science Program shall incorporate the CCSS, both in spirit and in content, in the following ways:

- Each grade level will be organized into Life, Earth, and Physical Science units. Each unit will address the standards for those strands.
- Standards for the Investigation and Experimentation strand are infused within the content of the other three strands.
- Students learn science through direct instruction and through reading the Prentice Hall California Focus on Earth, Life, and Physical Science textbooks and supplemental materials.
• Each lesson involves all students in hands-on investigations.

• Science assessments measure both content and process — what all students should know and should be able to do — and do so in a variety of contexts.

The goals of the California History/Social Science Framework fall into three broad categories:

(1) Knowledge and Cultural Understanding;

(2) Democratic Understanding and Civic Values and

(3) Skills Attainment and Social Participation.

Inherent in Clemente Charter School’s Baldrige design is a highly collaborative environment for staff, teachers, students, parents and all other stakeholders. This design promotes cross-grade level articulation and planning that will lend itself well to carrying out the interrelated focus of the above framework goals.

Students at Clemente Charter School shall acquire core knowledge in history and social science while they develop critical thinking skills including chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

The communities in which all our students live and that surround our schools are a rich resource and have vast and colorful histories. All of our students discover the connections to and the relationships between their community and the larger societies.

In addition to community participation and student-led community projects, all students shall use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them.

Through the mastery of the standards, all students will understand common and complex themes that occur throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come after them.

VISUAL AND PERFORMING ARTS

Clemente Charter School will offer a visual and performing arts program aligned with the national and state learning standards. These standards recommend that all students be able to:

• Communicate in four arts disciplines – music, visual arts, dance, and theatre.

• Communicate proficiently in at least one art form.

• Present basic analyses of works of art.

• Demonstrate an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods.

• Relate various types of arts knowledge and skills across the arts disciplines.
Clemente Charter School’s visual/performing arts program will support and extend learning experiences for all students in basic literacy and advance skills in language arts/reading, math, science, and history-social science. The arts program shall engage all students in meaningful activities and lessons involving analytical and creative thinking. Clemente Charter School recognizes the “arts” program as an essential learning feature of an excellent teaching and learning system. The arts program celebrates cultural diversity in dance, painting, music forms, and theory from a global perspective.

Each year, all students at Clemente Charter School shall participate in a culminating project aimed at connecting the visual/performing arts and the history/social science programs. This project will allow all students to demonstrate mastery of content standards through a performance assessment model (electronic portfolios, video yearbooks etc.).

CLEMENTE CHARTER SCHOOL TEXT LIST

The following table indicates the Pearson-published textbooks that Clemente Charter School proposes to use; however, CCS reserves the right to update these texts with new editions or replace them with other State-aligned textbooks or online textbooks and resources.

<table>
<thead>
<tr>
<th>Text Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>Scott Foresman enVision Math</td>
</tr>
<tr>
<td><strong>History</strong></td>
</tr>
<tr>
<td>Prentice Hall- Ancient Civilizations and Scott Foresman; Our Communities, Our California, Our Nation</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>Pearson-Scott Foresman Science</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td>Pearson Literature</td>
</tr>
</tbody>
</table>

Family and Community Participation

Collaboration is an integral component of an ILS school. The school year begins with the creation of a shared vision. Every stakeholder has an opportunity to provide input into this collaboratively-constructed statement of the school’s planned destiny. The vision statement will be revisited at multiple points over the course of the academic year to check in on the school’s progress or amend the shared vision if needed.

Each day, families and community members, with approved TB clearance, will take an active role at the school, from acting as volunteers to helping to shape school processes and programs. Within the context of the RSM, all stakeholders will be leaders and driving forces of school effectiveness.
Community bridge events, family bulletins, a suggestion box located in the main office, a school blog, and a regularly updated website will ensure that stakeholders are informed of important happenings at the school. An evolving, posted list of volunteer opportunities gives stakeholders choices in how to best become active members of the school community.

Multiple open house events will give stakeholders a deeper glimpse into the functioning of the school. Further, the school’s open door policy invites students, at any time, to informally share their experiences with their families. This open door policy means that the administrative staff is always available to students, parents, teachers and other stakeholders. The CCS campus will be a secure campus and adhere to all state and federal safety regulations.

Quarterly roundtable events will further encourage partnerships by inviting stakeholders to generate additional ways that they would like to be involved with the school and providing them a platform by which to suggest ways that school processes and programs may be improved.

Implementation Plan and Timeline for Instructional Program (2013-2016)

Implementation Plan and Timeline for Instructional Program (2013-2016)

February 2014 – May 2014: Creation of schedules, hiring/training of administrators, school visitations of successful Baldrige/RISC program site(s), visitation of other Ingenium Schools locations.

February 2014 – April 2014: Begin recruitment and hiring of teachers, parent/community meetings, and student recruitment.

March 2014 – May 2014: Hire teachers, develop curriculum (pacing charts, assessment development, lesson planning), initial faculty ILS training (including delivery of self-study ILS materials to teachers), and final selection and ordering of curriculum and other instructional materials.


June 2014 – August 2014: Review all incoming students’ CST data, assess all incoming students for placement and CELDT, student/parent RSM/ILS “boot camp,” final scheduling, teacher RSM/ILS training and classroom preparation. Entry of student and family data into PowerSchool and Educate student information systems.

August 2014 – March 2015: Classes begin. Continuous work throughout the school year reviewing results and revising action plans by each teacher. Continued professional development on ILS methodologies with support from the Principal and RISC, and recruitment of new students for 2014-2015 school year. Apply for WASC Affiliation status at beginning of second semester. Student mastery of standards tracked, monitored, and reported from the Educate SIS.

March 2015 – June 2015: Planning for next school year and implementation of new classes, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, begin work on submission of Initial Visit materials for WASC, formation of WASC team and creation of documents for WASC, selection and ordering of curriculum and other instructional materials for next school year, and lottery and final acceptance letters for all new students.
June 2015 – August 2015: Professional development, focus on RSM/ILS training for new hires, creation of a peer support plan for new teachers, review of end-of-year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal-setting for school year 2014-2015, student/parent boot camp and testing of students for placement/CELDT. Standards/scoring guides/capacity matrixes in Educate SIS revised.

August 2015 – March 2016: Classes begin, continuous work throughout the school year on reviewing results and revising action plans for each teacher, continued professional development on RSM/ILS methodologies with support from the Principal and RISC, initial WASC visit and status notification, WASC candidate status achieved, recruitment of new students.

March 2016 – June 2016: Planning for next school year, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, selection and ordering of curriculum and other instructional materials for next school year, lottery and letters of acceptance for all new students.

June 2016 – August 2016: Professional development, focus on RSM training for new hires, continuation of the peer support plan for new teachers, review of end-of-year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal setting for school year 2015-2016, student/parent boot camp, and testing of students for placement/CELDT.

August 2016 – March 2017: Classes begin, continuous work throughout the school year on reviewing results and revising action plans for each teacher, continued professional development on Baldrige/ILS methodologies with support from the Principal, and recruitment of new students.

March 2017 – June 2017: Planning for next school year, selection and ordering of curriculum and other instructional materials for next school year, final letters of acceptance for new students.

June 2017 – August 2017: Professional development, focus on RSM/ILS training for new hires, continuation of the peer support plan for new teachers, review of end of year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal setting for school year 2016-2017, student/parent boot camp, testing of students for placement/CELDT, prepare materials for CAPE and Baldrige submission, begin work on WASC self-study for next phase of accreditation. Standards/scoring guides/capacity matrixes in Educate SIS revised.

Teacher Recruitment

CCS will begin its faculty recruitment effort in February 2014. It will advertise its openings at local university training programs that specialize in producing NCLB-qualified teachers, including UCLA, USC, California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, Claremont Graduate Universities and Mount St. Mary’s College. It will also advertise on EdJoin and CCSA’s placement service.
The hiring process will include interviewing and collecting the following documents from applicants: résumés, CBEST results, certified and sealed college transcripts, references, records of experiences, credentials, licenses, and verification of previous employment.

In order to ensure that candidates are NCLB-qualified, CCS’s teacher application package will include an “NCLB Teacher Requirements: Certificate of Compliance” form that applicants must complete. In addition, the Office Manager will complete an “NCLB Teacher Requirements Form” and verify the critical elements in it (credential, degrees, and examination results). In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SDAIE training and CLAD (or state recognized equivalency) credentials in order to effectively work with the high proportion of targeted students learning English.

Applicants will be scored on a variety of measures including demonstrated student achievement with CCS’s target student population. Bilingual teachers will qualify for additional points on the scoring rubric. Qualifying candidates scoring above a set score will be invited for interviews with the Development Team, where further scoring will be completed. Candidates must express unconditional support and commitment to CCS’s mission and RSM program in the interviews. Top scorers will be asked to teach demonstration classes for observation by Development Team members; these observations will also be scored. Top scoring candidates will be sent invitations to join the CCS faculty at the end of the process and, if they accept the invitation, will be sent an employment agreement to complete.

**Professional Development**

Upon completion of employment agreements in spring 2014, teachers will be provided with a portfolio explaining CCS’s Ingenium Learning System program as well as a professional goal folder. Just as all CCS students will set learning goals, develop action plans, and track their learning progress, CCS teachers will similarly develop their own professional development goals and action plans and track their progress in their goal folder.

Contracted teachers will be invited to observe classes at a Baldrige or RSM-based school for several days in the spring of 2014. They will also be required to attend a two-day workshop in early July. The workshop will focus on classroom deployment of the Ingenium Learning System. In addition, at this time, teachers will present their professional development goals. Teachers will be provided with RSM self-study materials in July.

Further, Clemente Charter School will encourage educators to be teacher-researchers utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to the instructional program, formulate questions regarding curricula and instruction, hypothesize solutions, report to peers, and adapt new lessons to meet the unique needs of students.

CCS professional development opportunities will provide teachers time to inquire about practice, study individual and aggregate student data, develop best practices, and measure progress toward school-wide goals.

A two-week program/staff development session in August will provide staff with the opportunity to plan a course of study that reflects the California Content Standards and the Common Core State Standards and integrates high expectations for student learning. Session topics will include the Baldrige Award in education, the Reinventing Schools Model, the Ingenium Learning System, using data to make instructional decisions, quality tools in the classroom, and utilizing technology in the classroom.
Every Wednesday the school will employ a shortened schedule. The instructional day will end after the lunch hour, leaving several hours for professional development in the afternoon. The school’s hours of operation will be from 7:30 to 4:00.

Through the first school year the school will use the services of RISC to help set up the RSM elements of the school’s program, make classroom observations, and consult with all teachers. In addition, teachers will spend one hour on data analysis each week.

While Clemente Charter School’s budget includes a significant line item for RISC ($10,000) during start-up and the first year, most professional development sessions will be led by Clemente Charter School and Ingenium Schools’ staff.

Teachers will post graphs indicating the learning progress of their classes on classroom bulletin boards. They will also report on their class progress in monthly data reports to the Principal, who will work with staff on the basis of the data presented. The Principal will also conduct quarterly conferences with teachers in which the teacher’s professional goals and action plan are evaluated.

In addition to the RSM, the professional development program will place special emphasis on providing educational services to the targeted student population – such as SDAIE training and review of the California English Language Development (ELD) standards. Within this strand of professional development, teachers will also learn how to build out research-driven ELD lessons. CCS will adhere to all six principles of the LAUSD Master Plan for English Learners.

Professional development topics will also include:

- Reinventing Schools Model training
- Baldrige leadership training
- Effectively using a Professional Goal Folder
- California Content Standards and the Common Core State Standards-based effective lesson planning
- Development and monitoring of cross-curricular projects and authentic assessment tools
- Monitoring student mastery of the California Content Standards and the Common Core State Standards and adjusting instruction to maximize student mastery
- Classroom management
- Differentiated instruction
- Standards based grading and assessment
- Mainstreaming special needs students
- Writing across the curriculum
- Integrating technology into the classroom
ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

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

Bell Schedule

The Clemente Charter School day begins at 8:00 AM and ends at 2:30 PM except on Wednesdays, when the school day ends at 12:30 in order to provide an hour and a half for professional development and teacher collaboration.

BELL SCHEDULE

<table>
<thead>
<tr>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:30 classes</td>
<td>7:50 – 9:40 classes</td>
</tr>
<tr>
<td>9:30 – 9:45 Recess*</td>
<td>9:40 – 10:00 Recess*</td>
</tr>
<tr>
<td>9:45 – 12:20 classes</td>
<td>10:00 – 12:10 classes</td>
</tr>
<tr>
<td>12:20 – 1:00 Lunch*</td>
<td>12:10 – 12:30 Lunch*</td>
</tr>
<tr>
<td>1:00 – 2:30 classes</td>
<td></td>
</tr>
</tbody>
</table>

*Start and end times vary by grade level; recesses are 15 minutes and lunches 40 minutes

Instructional time is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Regular Schedule</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Instructional Time (in credentialed minutes per day/totaling over 55,000 instructional minutes in a 175 day school year)</td>
<td>340</td>
<td>265</td>
</tr>
</tbody>
</table>
Clemente Charter School attendance accounting system will meet the requirements of Los Angeles Unified School District and CDE. Clemente School will comply with Education Code §47612.5 in regard to the required number of minutes of instruction. Students must meet the state requirement for attendance. Alternative interventions will be considered for truancy; for example: having a parent conference, detention, or restriction from participating in school activities such as sports, field trips, etc.

**Reference to NCLB**

Clemente Charter School agrees to comply with the provisions of No Child Left Behind as they apply to certificated and paraprofessional employees of charter schools. All classified support staff and teacher’s assistants will be in full compliance with all NCLB provisions. It also agrees to adhere to the provisions regarding “School Choice” and “Choice Students.”

**Identification of who will be Accountable for Student Progress**

Ultimately, all students will be responsible for their own progress—their acceptance of responsibility is Clemente School’s central core value (see Element 1). In addition, teachers will be responsible for student progress as measured by multiple assessment results. Student performance will be measured on the STAR, Standard Clearing Assessments, quarterly benchmarks, and projects. Student progress will be a significant feature of teacher evaluation.

The principal will also be held accountable for student progress based on assessment results. Student progress will be a significant tool in determining principal effectiveness.

The school intends to rely heavily on value-added measurements of teacher and administrator performance. Value-added measurements target the improvement students demonstrate during the period they are in contact with the teacher and school. CCS will be using the LAUSD developed value added measurement system.

Teachers and academic level teams will set goals with action plans and collect examples of evidence. Discussion and goal setting will occur at the beginning of the year with quarterly evaluations of school progress toward the goals. In this way, teachers will model methods of data collection, and analysis toward a system of school wide continuous improvement.

**Accreditation**

Over the course of the second semester of CCS’s first year in operation, CCS will submit a Request for WASC Affiliation form. WASC will then send CCS an Initial Visit Application/School Description form that CCS will complete and return.

Upon receipt of the forms and approval to proceed, WASC will arrange for a two-member visit to the school. In addition to the documentation provided with the application, CCS will make available other supporting documentation during this initial visit. Following the visit, the visiting committee will submit a report containing recommendations regarding the school’s ongoing improvement to the WASC Accrediting Commission for Schools for action.

If the Commission’s action is favorable, the school will be granted either interim accreditation or candidacy for a term not to exceed three years. CCS’s goal is to achieve interim accreditation at this stage.

Its third year of operation, CCS will apply for full accreditation using the WASC Focus on Learning, California Charter Schools, 2004 Edition protocol to prepare its self-study. Although WASC accreditation
is not required for elementary schools, the reflective process of the self-study improves the quality of instruction and will result in increased student outcomes. Thus, CCS plans on seeking accreditation.

**PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING**

Fundamental to Clemente Charter School’s approach to academically low achieving students is the RSM/ILS systems used in our classrooms. Low achieving students, as with all other students, will set learning goals, create action plans for meeting their goals, and track their learning progress.

This increased level of empowerment and accountability will reinvest low achieving students into their education.

Clemente Charter School will ensure equal access for academically low achieving students in the following ways:

- The focus will be on the improvement of instructional, assessment, and communication processes and not on “fixing” students.

- In an RSM school, all stakeholders take part in frequent data analysis to ensure system improvement and efficacy.

- After enrollment, all students will be assessed in ELA and in Math using the Pearson and Curriculum Associates Assessments. Students academically at risk of retention will be provided with targeted, structured, and systemic intervention to address areas of weakness.

- Teachers will be facilitators of learning. In an ILS classroom teachers regularly seek and analyze student feedback.

- Regular and frequent in-process (formative) assessments will be given. Students will record their results, set goals for improvement, and prepare action plans for meeting their goals. Classes as an aggregate will track their learning progress on charts posted on bulletin boards, set class goals, and create class action plans.

Each capacity matrix will be tied to “resource matrices” that include various resources available to help students who have fallen behind. Resources will include extra study opportunities, peer tutors, family support plans, after school program intervention opportunities, and additional teacher support.

Teachers and all students will regularly use a Plan-Do-Check-Adjust process and analyze root causes of errors and make course corrections if necessary.

Informal feedback will be collected systematically through the use of quality tools, student engagement surveys, and learning inventories. These tools empower all students to become partners in their educational experience.

An assessments coordinator will be responsible for reviewing whether content standards benchmarks are being met and a team of diverse stakeholders will be assembled to check in on progress quarterly. Celebrations are embedded in the RSM-based classroom as all students achieve their individual and whole class interim and cumulative goals and targets.

*Academic Support for Low Achieving Students*
Students identified for intervention may also be referred to the Student Success Team (SST). Students may be referred to the SST by a parent, teacher, or administrator. The SST will provide assistance to students who need intervention and support. It will begin with a meeting involving the school principal, teachers, parents and other school resources as needed. The meeting will provide an opportunity for each participant to share ideas on how to improve the student’s ability to meaningfully participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that capitalize on student strengths.

CCS will hold after school interventions though an independent after school program. In addition, all teachers will provide weekly tutoring at least one day a week, and CCS will hold a Saturday Academy once a month to provide out-of-classroom intervention to low achieving students who require additional support. The effectiveness of these programs will be monitored through quarterly benchmarks, monthly formative assessments, summative assessments, and SCA passage rates.

In addition, the CCS counseling program will be an essential component of the total instructional program through which all students have maximum opportunity for their socio-emotional development. Students who demonstrate an emotional and/or behavioral need for services may be referred for counseling by a parent, teacher, or administrator.

**PLAN FOR STUDENTS WHO ARE SOCIOECONOMICALLY DISADVANTAGED**

Given that the majority of Clemente Charter School students will come from the low socio-economically disadvantaged population, many will not come into the school with the proper tools and academic vocabulary and a lack of belief in their own ability to achieve, which would put them at great risk for failure. CCS teachers will work on an individual level with each student, helping them to identify their own learning styles, set their own goals within the overall academic goals set forth in the course, give them the tools with which to achieve them and celebrate those achievements building their self-esteem, and giving them encouragement at every level. As students see progress in their own achievements, they will begin to believe they can achieve and consequently will continue to improve and master the standards as teachers continue to adjust teaching strategies to assist and guide them in their journey.

It is expected that the majority of the students at Clemente Charter School will have low socio-economic backgrounds; 91% of Corona Avenue Elementary School students qualified for free or reduced meals in the 2012 - 2013 school year.

Several successful Baldrige-based school districts have similar proportions of low socio-economic status students. For example, 50% of the working age population in Chugach School District was unemployed and ¾ of the population was below the poverty line when the district won the Baldrige Award in 2001.

The Institute for Student Achievement studied the challenge of meeting the needs of low-achieving students and concluded that the following strategies “can turn low achievement into academic success” for these students. The recommended strategies are “academic rigor, support for students, personalization, continuous improvement and a professional learning community for teachers.” (“Reclaiming Children Left Behind” by N. Gerry House, The School Administrator, January, 2005).

Clemente Charter School employs each of these strategies.

*Academic Rigor*

According to the Institute For Learning, academic rigor features a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning
about major concepts. Instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

Clemente Charter School's learning-centered educational program (see the “Learning-Centered Education Cove Value above) supports academic rigor by:

- Encouraging all students to take ownership for classroom and personal learning.
- Writing class and individual goals and action plans based on high expectations and performance excellence.
- Setting high expectations for learning and performance excellence.
- Enabling students to monitor the progress of their classroom and personal goals facilitated by the use of quality tools, classroom data centers, and personal Student Assessment Binders.
- Applying Marzano’s Nine Instructional Strategies that dramatically increase student achievement.

Support for Students

CCS provides multiple support systems for students, including:

- Big Up Kidz! after school program. The purpose of Big Up Kidz! after school program is to provide a safe place for CCS students during the critical hours between school dismissal and parent’s arrival home from work, to increase students’ overall success in school by being aligned with the daily classroom curriculum, to build healthy relationships between students and mentors/ adults, and to help students build self-confidence and a positive self-image. The features of Big Up Kidz! program are an hour of tutoring, academic enrichment, physical education and a healthy snack.

- The Individual Learning Plans and Student Assessment Binders through which students set learning goals, create action plans for meeting their goals, and track their learning progress.

Personalization

Personalization is achieved at CCS through the Individual Learning Plans and Student Assessment Binders, which are completed by students and monitored by their teachers on an individual basis. In addition, teachers differentiate instruction to meet the needs of each individual learner.

Continuous Improvement

The PDCA process is built into the core of the Reinventing Schools Model and is a classic continual improvement system.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

CCS recognizes that students who are gifted, high achieving, and/or talented (“GATE” students) have attributes as individual in nature as those of other CCS students.

To identify GATE students, CCS will accept a designation by the District or another school district. In addition, CCS will assess referred students after they enroll. Students may be referred for GATE testing by a parent, teacher, or administrator. Parent approval for testing will be secured prior to test administration. District criteria will be used to determine if a student qualifies as GATE.
Once identified, GATE students receive differentiated learning experiences that allow them to pursue more rigorous or sophisticated learning outcomes. The Ingenium Learning System is particularly well-suited to GATE students as the ILS allows for students to individualize their goals and move at an accelerated pace while choosing channels through which to demonstrate mastery (e.g., writing a formula to solve math problems, creating a Power Point to demonstrate learning, etc.).

George Betts developed the Autonomous Learner Model to help gifted students develop the skills of independent learning. The model has five stages or dimensions:

1. Orientation. Students develop an understanding of their abilities, skills, interest, and learning styles.
2. Enrichment activities. Students are exposed to a wide range of content areas, including cultural activities and field trips, and discuss their emerging interests.
3. Seminars. Students explore topics of interest in small groups.
4. Individual development. Students learn skills for problem solving, goal setting, creativity, and self-assessment, as well as knowledge about careers and interpersonal skills.
5. In depth study. Students pursue their individual interests and become producers of knowledge, often conducting original research.

(Betts & Neihart, 1986; Feldhusen, Van Tassel-Baska, & Seely, 1989)

ENGLISH LEARNERS

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

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

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

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

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

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

All students who indicate that their home language is other than English will be administered CELDT (California English Language Development Test) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

CCS will notify all parents of CCS’s responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**Reclassification Procedures**

CCS will adhere to current state law (EC Section 313), and all students who are identified as English learners will participate in the annual administration of the CELDT until they are reclassified as RFEP. CCS will establish the local reclassification policies and procedures based on the four criteria below:

- The student has an annual CELDT overall performance of level 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- The student has demonstrated basic grade-level skills on the CST by achieving scores in the Basic, Proficient, or Advanced performance band on the ELA section of the test.
- The student demonstrates successful academic performance in a Mainstream English Program as evidenced by a final grade of C or better, Advanced ESL 3 or Advanced ESL 4.
- The parent must be consulted regarding the student’s eligibility to reclassify. The Notification of Classification letter must be printed and provided to the parent immediately.

**Strategies for English Language Learner Instruction and Intervention**

CCS will use Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies to provide students access to the core curriculum through a content-based and scaffolded program.

Teachers will use visual scaffolds such as graphic organizers, employ pre-teach and re-teach activities using flexible grouping strategies, and provide an individualized learning experience for students depending on their location on the English language continuum. The instructional program will be based on the California ELD instructional framework and standards. Targeted English instruction in the form of English Language Development is provided for qualified English Learners. Students receive academic support during class on an individual and small group basis. During these sessions, students are grouped homogeneously according to their ELD level. Teachers use the Hampton Brown Avenues curriculum as the foundation of the ELD program.

CCS will provide staff development provided by our ELD specialist, to all teachers in the specialized needs of English Language Learners and strategies that will support them. Our ELD specialist will be CLAD certified, experienced teachers with full understanding of Specially Designed Academic Instruction in English (SDAIE). Teachers authorized to teach English Language Learners will continue to receive training and support in the effective implementation of techniques such as SDAIE by our ELD specialist as well as by attending outside conferences with an emphasis on English Language Learners through CSUN and UCLA. Teachers will also observe model lessons and receive feedback on their implementation of new techniques by CCS’ ELD specialist.

Some strategies that will be used to support ELs in developing English Language proficiency are:

- Realia (real objects and materials)
- Manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia, presentations, storyboards, storymaps
• Visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents)
• Graphic organizers (matrices, Venn diagrams and webs)
• Planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

It is expected that English Learners will make a minimum gain of one level of proficiency annually. For students who are not making adequate progress, CCS will develop an Intervention Plan to provide them further assistance in their English language development. For instance, any students not reaching grade level standards will qualify for after school tutoring and Saturday Academy with their teacher and with the ELD specialist.

**Monitoring and Evaluation of Program Effectiveness**

CCS will:

- Monitor student identification and placement.
- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitor use of appropriate instructional strategies.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

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

**Special Education Program**

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

**SELPA Reorganization**

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

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC 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 and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

Modified Consent Decree Requirements

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

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

- **End of Year Suspension.** District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
- **STAR – Preliminary and Final.** (Including Charter Schools) The usual file including District ID.
- **Norm day – 2013** District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- **CBEDS – 2013** (Including Charter Schools)
• All Students enrolled December 1, 2013. District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

• Dropout 2012-13 (Including Charter Schools) District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

• Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)

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

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

Term and Renewal of the Charter
In accordance with California Education Code §47607(a) (1), upon approval, this charter petition will be effective as of the date of approval and we petition for a period of five (5) fiscal years starting with the first fiscal year in which the school opens and ending on June 30, 2018.

Clemente Charter School may request from the Board of LAUSD that an amendment be made to the charter at any time prior to expiration.

Element 2: Measurable Pupil Outcomes

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


STANDARDIZED TESTING

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

Student outcomes are the skills and processes mastered and the concepts learned from the content of the school curriculum. Exit outcomes address the goals for all students including English Language Learners, special education students, and gifted students.

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing CCS’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.
**State Priority #1.** The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

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<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #1</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
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</table>
| 1. 100% of the Charter School’s teachers will maintain a valid California teaching credential. | CCS will advertize teacher openings online through Edjoin and on CCSA’s placement service, as well as at local university training programs that specialize in producing NCLB-qualified teachers.  
During the hiring process, CCS will collect resumes, CBEST results, certified and sealed college transcripts, references, records of experience, credentials, licenses, and perform verifications of previous employment.  
CCS’s teacher application package will include an “NCLB Teacher Requirements: Certificate of Compliance” form that applicants must complete.  
In addition, the Office Manager will complete an “NCLB Teacher Requirements Form” and verify the critical elements in it (credential, degrees, and examination results).  
In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SDAIE training and CLAD (or state recognized equivalency) credentials in order to effectively work with the high proportion of targeted students learning English.  
Applicants will be scored on a variety of measures including demonstrated student achievement with CCS’s target student population. Bilingual teachers will qualify for additional points on the scoring rubric.  
Top scorers will be asked to teach demonstration classes for observation by Development Team members; these observations will also be scored.  
Top scoring candidates will be sent invitations to join the CCS faculty at the end of the process and, if they accept the invitation, will be sent an employment agreement to complete.  
All teachers will be required to use the Common Core State Standards as the basis for student action plans. Adherence to this policy will be monitored closely by administration.  
Through its membership in the Common Core Cohort, CCS will gain access to the Standard... |
Clearing Assessments that are being developed by the Lindsay Unified School District for the 2014 school year.

**State Priority #2.** Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

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<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #2</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
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<tbody>
<tr>
<td>1. 100% of students will receive instruction in ELD, including specific strategies, such as SDAIE.</td>
<td>Professional development will be run on strategies for ELD, including SDAIE strategies.</td>
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<tr>
<td>2. EL students will demonstrate the same rate of improvement in proficiency on the annual CST (or its equivalent) as the rest of the student population at CCS.</td>
<td>Benchmark assessments will be disaggregated using a data analysis process to assess the efficacy of ELD program.</td>
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<tr>
<td>3. 100% of teachers will be trained on Common Core Standards and implementation, including strategies to support EL students.</td>
<td>State standardized test results will be disaggregated and analyzed to ensure that ELs are making adequate progress.</td>
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**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

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<th>ANNUAL GOALS TO ACHIEVE PRIORITY #3</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
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<tr>
<td>Each parent will contribute a minimum of 10 hours volunteering at CCS per year.</td>
<td>Parents will form a unified Parent/Teacher Organization which accommodates and encourages collaboration between English and Spanish speaking parents.</td>
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<tr>
<td>100% of parents will complete CCS’ annual satisfaction survey.</td>
<td>Parent volunteer opportunities will be posted in easily accessible, highly visible places, both online and in the school office.</td>
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<tr>
<td>100% of parents will participate in the shared vision process.</td>
<td>Parent feedback will be encouraged through an open-door policy, a visible suggestion box, and a parking lot in the office.</td>
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<tr>
<td>CCS will send out SchoolReach telephone calls to inform parents of important school events and volunteer opportunities.</td>
<td>CCS will regularly update its website.</td>
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</table>
| CCS will hold semiannual roundtable events, such as monthly coffee talks and quarterly focus groups, to generate stakeholder input and receive stakeholder feedback. | At the beginning of each year, staff, parents, students and community members will...
collaborate to create the school’s shared vision as well as measurable indicators of success in meeting the school’s shared vision.

Parent satisfaction surveys will be distributed and analyzed quarterly.

**State Priority #4.** Pupil achievement, as measured by all of the following, as applicable:

- Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- The Academic Performance Index (API)
- Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- EL reclassification rate
- Percentage of pupils who have passed an AP exam with a score of 3 or higher
- Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

### Annual Goals to Achieve Priority #4

| CCS will achieve an API over 800 every year in the first five years of operation. At least 70% of numerically significant subgroups will achieve proficiency in ELA and 80% in math in year 1. At least 80% of numerically significant subgroups who have been at CCS for two years will achieve proficiency in ELA and 90% in math in year 2. At least 90% of numerically significant subgroups who have been at CCS at least two years will be proficient in ELA and 100% in math by year 3. 100% of numerically significant subgroups will be proficient in both math and ELA by year 4. Each class of students will improve their Math and ELA scores by an average of at least 15 percentiles per quarter as measured by internal assessments. 60% of students will achieve at the proficient level and above on the CST the first year. An average of at least 75% of all students who have been enrolled at CCS for at least two full years will score at the proficient or advanced level on the CST or its equivalent in Science (grade 5). Each class of students will improve their Science scores by an average of at least 15 percentiles per quarter as measured by internal assessments. Students enrolled at CCS for three consecutive years will re-designate from ELL status to English proficient status. At least 65% of ELs will improve one level in... |
|---|---|
| **Actions to Achieve Annual Goals** | The ILS program is particularly suited to struggling learners because it focuses on the learning styles and individual academic needs of each student. Below, additional supports are described:

**Classwide SSTs will be conducted quarterly to identify struggling learners.**

**Benchmarks will be given quarterly and action plans will be collaboratively developed to support struggling learners.**

**Intervention programs will be provided both in the classroom and before and after school.**

**CCS will have a lead teacher who works as an ELD coordinator to support ELs through the monitoring of ELD portfolios, and the provision of training on ELD strategies and academic vocabulary to support ELs. In addition, this teacher will monitor ELD portfolios to ensure all ELs make adequate progress.** |
The number of students re-designated as English proficient will increase by at least 5% each year, beginning at 25% year 1.

**State Priority #5.** Pupil engagement, as measured by all of the following, as applicable:

| A. | School attendance rates |
| B. | Chronic absenteeism rates |
| C. | Middle school dropout rates (EC §52052.1(a)(3)) |
| D. | High school dropout rates |
| E. | High school graduation rates |

### Annual Goals to Achieve Priority #5

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<tr>
<th>Annual Goals to Achieve Priority #5</th>
<th>Actions to Achieve Annual Goals</th>
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<tr>
<td>95% annual student attendance.</td>
<td>Clarify student attendance standards;</td>
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<tr>
<td>Chronic absenteeism will be reduced by 5% annually.</td>
<td>Publicize the predictive and long-term consequences of chronic absenteeism;</td>
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<td>Monitor student attendance through a computerized attendance record-keeping system;</td>
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<td>Telephone parents/guardians of absent students;</td>
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<td>Incentivize perfect attendance school-wide;</td>
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<td>Facilitate parent carpool groups;</td>
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**State Priority #6.** School climate, as measured by all of the following, as applicable:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

### Annual Goals to Achieve Priority #6

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<th>Annual Goals to Achieve Priority #6</th>
<th>Actions to Achieve Annual Goals</th>
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<tr>
<td>Suspension rates will be reduced by 10% annually.</td>
<td>Clarify expectations of behavior for students to all stakeholders</td>
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<tr>
<td>Expulsion rates will be reduced by 10% annually.</td>
<td>Clarify expectations with systems that support positive outcomes</td>
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<tr>
<td>CCS will receive a 100% safety and school connectedness rating as determined by the Charter School’s annual student survey.</td>
<td>Focused professional development on classroom systems to improve student behavior</td>
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<tr>
<td>CCS will receive a 100% safety and school connectedness rating as determined by parent survey;</td>
<td>Positive behavior support systems implemented school wide</td>
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<tr>
<td>CCS will receive a 100% safety and school connectedness rating as determined by teacher survey;</td>
<td>Implement systems for recess and lunch supervision</td>
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<td>Clear delineation of responsibilities regarding student behavior</td>
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<td></td>
<td>Quarterly surveys will be sent to all stakeholders regarding safety and school connectedness; action plans will be tied to survey results</td>
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State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

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<th>ANNUAL GOALS TO ACHIEVE PRIORITY #7</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
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<tr>
<td>100% of students will participate in the CCS physical fitness program.</td>
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<td>100% of students will participate in a science program.</td>
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<tr>
<td>100% of students will achieve proficiency in technology standards.</td>
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<td>The school schedule will reflect a commitment to providing a broad course of study for each student in light of the recommended instructional minutes.</td>
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State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

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<th>ANNUAL GOALS TO ACHIEVE PRIORITY #8</th>
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<td>An average of at least 75% of all students who have been enrolled at CCS for at least two full years will score at the proficient or advanced level on the CST or its equivalent in Science (grade 5).</td>
<td></td>
</tr>
<tr>
<td>Each class of students will improve their Science scores by an average of at least 15 percentiles per quarter as measured by internal assessments.</td>
<td></td>
</tr>
<tr>
<td>80% of students continuously enrolled grade 5 will participate successfully in the Fitness Gram Test.</td>
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</tr>
<tr>
<td>Classwide SSTs will be conducted quarterly to identify struggling learners.</td>
<td></td>
</tr>
<tr>
<td>Benchmarks will be given quarterly and action plans will be collaboratively developed to support struggling learners.</td>
<td></td>
</tr>
<tr>
<td>Intervention programs will be provided both in the classroom and before and after school.</td>
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</tbody>
</table>

The school shall meet its annual API growth target, both school-wide and in reportable subgroups. The school shall meet Annual Yearly Progress benchmarks.

School Accountability Plan

The Clemente Charter School Board of Directors will approve a school accountability plan that sets goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The school accountability plan will also take into account No Child Left Behind accountability standards. The Board Academic Accountability Committee will work closely with the Executive Director and the Chief
Academic Officer to ensure that students are making progress toward all goals and will hold the Executive Director accountable for student achievement.

The Executive Director and the Chief Academic Officer will consult with the Academic Accountability Committee and teachers to select effective curricula, materials, and instructional strategies. This process will use student achievement results and research-proven best practices for changes in the school’s educational program.

We may modify academic outcome goals annually based on changes to State and/or Federal accountability goals. Such changes will be approved by the Schools’ Board of Directors. All stakeholders will be notified of accountability measures and performance through newsletters, the school website, and Annual Report.

Element 3: Means to Assess Pupil Progress

STANDARDIZED TESTING

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

Performance Goals and Outcomes

Clemente Charter School will track and analyze the following factors that influence academic achievement and growth:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Measurable Expected Outcome</th>
</tr>
</thead>
</table>
| Student Conduct           | • Average daily attendance rate of at least 95%.  
                             • Tardies will decrease each quarter by at least 5%.  
                             • Suspensions/expulsions will decrease each quarter by at least 5%.  
                             • Mediation referrals will decrease each quarter by at least 5%.                                |
| Parental Involvement      | • At minimum, 80% of parents will attend student-led conferences.  
                             • At minimum, 80% of parents will attend open house events.                                         |
| Professional Development  | • At minimum, 80% participation rate in annual two-week program held prior to opening of school each year.  
                             • At minimum, 90% participation rate in professional development workshops held during the academic year. |
| Teacher Performance       | • One hundred percent of teachers will achieve 100% of their professional goals each year.  
                             • One hundred percent of teachers will ensure that their students achieve academic goals as delineated in the table above. |
| Financial Solvency        | • No deficit in the operating budget.                                                                                                                      |
Methods of Assessment

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

CCS believes that assessment of student progress is an essential tool for student learning, teacher growth and continuous improvement. Assessments provide students the opportunity to monitor and reflect upon their own learning and action plans. In addition, assessment information will drive professional development and the instructional program.

Linking standards to curriculum and assessment: Standards, curriculum, and assessment will be aligned with each other, with state guidelines, and with the school’s educational goals. Professional development workshops will include training in data-driven decision making.

Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals:

Student learning will be measured by:

Teachers will track class wide results on these assessments and post them on classroom bulletin boards; teachers and classes will modify class learning action plans based on the class results. Classes will also measure their mastery of the standards through a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used will appropriately measure student objectives, and reflect the vision of the school.

Further, progress will be objectively measured by annual statewide assessments for each grade and by other adopted statewide assessments (e.g., CELDT). Progress will be discussed with parents and students at least twice each year. Additionally, progress reports will be issued quarterly.

Teachers will use technology to monitor student computer skills and help them achieve academic and technology goals. Staff development will emphasize advanced training in the use of student information systems and electronic resources (e.g., educate, e-mail, etc.) including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks. The staff will:

- Set baseline expectations for all incoming students (e.g., using information from previous assessments);
- Recommend additional support if needed;
- Administer all assessments, including school, district, and state-required testing;
- Develop evaluative comparisons with similar populations using disaggregated data;
- Set priorities for professional development;
- Assist with the allocation of resources, prioritizing areas of student need.
To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, Clemente Charter School shall conduct testing pursuant to Education Code §47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school’s performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to LAUSD. CCS affirms that its methods for measuring pupil outcomes for the State Priorities, as described in Element 2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

**Initial Assessments**
All new students will be given several assessments to determine their proficiency levels in core subjects. These assessments will include:

- California Diagnostic Screening Assessment (Reading Street).
- CELDT.
- Pearson Math Diagnostic.

An important goal of the initial assessments is to establish a baseline from which value-added student achievement may be measured. The data is also important for student leveling and differentiation in the classroom.

**Ongoing Assessments: Administered yearly, quarterly, and weekly**
Ongoing assessments will be conducted pursuant to EC6060. Assessments used to evaluate pupil progress will follow state guidelines and may include:

- **State Required Tests.** All state required tests will be administered and analyzed to improve student results.
- **Benchmark Assessments:** Benchmark assessments will be administered quarterly in reading, writing, and math and will be administered quarterly. Results will be analyzed to inform the instructional program as well as student and teacher action plans.
- **Performance Tasks.** For each core content standard, a student will complete a performance task to demonstrate mastery. Performance tasks require that students apply their knowledge to a real world problem or challenge.
- **Standards Clearing Assessments:** The ILS includes standards clearing assessments (SCAs) for all California English Language Arts and Mathematics standards for grades kindergarten through sixth. Students will take SCAs as they achieve proficiency on each standard. SCAs will provide an expectation of proficiency for each standard that is consistent across the entire school.
- **educate:** Students will track their learning progress by checking their SCA results and their evidence online in educate. Teachers will track SCA results against pacing budgets for each student and administrators will track classroom and school performance relative to pacing budgets.
• **Traditional Classroom Assessments:** Tests, quizzes, essays, projects, and exams will be evaluated on a regular basis. Many of these will be drawn from textbook publishers’ formative assessments. In addition, teachers will be trained on the development of authentic assessments to measure student achievement.

• **Student Goal Folders:** Each CCS student will maintain a folder in which she tracks her progress. The student goal folder will contain the student’s individualized learning plan, PDCA sheets, tracking forms, and evidence of student learning.

• **Teacher-designed assessments:** Teachers will design appropriate tasks that measure student understanding and mastery on the appropriate grade level standards. Data from these assessments will also be used by teachers to continue to design instruction and refine teaching strategies.

• **Oral & Written Presentations:** Student performance on speeches, position papers, essays, etc. will be evaluated against collaboratively (students and their teacher(s)) generated rubrics.

• **Longitudinal/survey and other data** will track pupil progress over time.

**Academic Performance Index (API)**

The Academic Performance Index (API) will be used to compare the position of Clemente Charter School with that of other schools in the state. The API will also be used to identify underperforming sub-groups and develop remediation strategies and programs, as appropriate.

**Other Assessments**

Students will be measured in non-curriculum areas such as class attendance and behavior. For example, Clemente Charter School will actively track each student’s attendance as well as behavior (good citizenship, detentions, suspensions, etc.).

Non-curriculum areas are often overlooked at urban schools, but Clemente Charter School believes that all students develop into well-rounded and good citizens more quickly and comprehensively when they are held accountable for both academic performance and conduct.

**Use and Reporting of Data**

Teachers will closely monitor student progress through SCAs in educate and all students will be expected to demonstrate mastery of locally developed competencies based on state standards. Teachers will receive inservice training to effectively monitor and use data to help guide their instruction. New teachers to CCS will be partnered with an experienced Ingenium Schools staff member to guide him or her in effective data analysis. This training will be ongoing throughout the year. As one method of measuring pupil progress, assessments will be conducted pursuant to 47605(c)(1), which requires Clemente Charter School to conduct state testing pursuant to Education Code Section 60605 and 60851 and any other statewide assessments applicable to pupils in charter schools.

CCS students will be tested frequently using SCAs as well as assessments supplied by the textbook publisher. Frequent testing allows stakeholders to monitor student performance and optimize student achievement. In addition, testing trains students in sustained mental effort for long periods of time--a training that is essential for future academic and real world success. Testing also reinforces knowledge and prepares students to face and overcome difficult situations under pressure.
SCA and other assessments will be tied to ongoing teacher, classroom and grade level goals and action plans. The collaboration and monitoring of this information will allow for the sharing of resources and creation of innovative solutions (Core Value “Managing for Innovation”).

The Baldrige Core Value “Management by Fact” (see “Core Values” in Element I: Educational Philosophy and Program above) will be supported by teachers and all students as they collaboratively use data to drive and monitor learning in the following ways:

- Teachers and their classes will establish agreed-upon academic goals for the class. They will also agree on action plans for meeting these goals. Teachers will regularly post assessment results on classroom bulletin boards and classes will modify their action plans based on the assessment results. Data and action plans will also be shared with parents through class and school newsletters to involve them in the collaborative effort of continuous improvement.

- Teachers and all individual students will establish agreed-upon academic goals for each individual student. Students will record their academic goals, complete action plans, and graph their learning progress. This information will be maintained in the student goal folder. This cycle is conducted weekly at a minimum, though may be completed more quickly.

Clemente Charter School will rely on the measurement and analysis of performance to manage its school-wide operations. These measurements will derive from the school’s needs and will provide critical data and information about key processes and results.

Several types of data and information will be used for CCS’s performance management. Performance measurement will focus on student learning and will feature a comprehensive and integrated fact-based system—one that includes input data, environmental data, performance data, comparative/competitive data, data on faculty and staff, cost data, and operational performance measurement.

Measurement areas will include students’ backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, extracurricular activities, and success in later grades. Examples of data segmentation that will be employed include segmentation by student learning results, student demographics, and faculty and staff groups.

Analysis refers to extracting larger meaning from data and information to support evaluation, decision-making, and improvement. At Clemente Charter School, analysis will entail using data to determine trends, projections, and cause and effect that might not otherwise be evident. Clemente Charter School teachers and administrators will use the educate student information system as one tool to analyze data. The pacing manager will have the ability to analyze how many standards have been mastered in ELA and mathematics at the school level, the classroom level, and the individual student level. Teachers and administrators will have a deep understanding of the content that is being mastered as well as areas needing immediate improvement.
Analysis will support a variety of purposes, such as planning, reviewing the school’s overall performance, improving operations, organizing change management, and comparing Clemente Charter School’s performance with comparable organizations or with “best practices” benchmarks.

A major consideration in Clemente Charter School’s performance improvement and change management will involve the selection and use of performance measures and indicators. The measures and indicators Clemente Charter School will select will represent factors that lead to improved student, operational, financial, and ethical performance. This comprehensive set of measures and indicators will be tied to student, stakeholder, and organizational performance requirements and will represent a clear basis for aligning all processes with Clemente Charter School’s goals. Through the analysis of data from its tracking processes, Clemente Charter School’s measures and indicators themselves will be evaluated and modified to better support Clemente Charter School’s goals.

Proficiency levels will be established to maximize teacher efficiency and student learning. Learning assessments will determine whether proficiency has been achieved and identify opportunities for intervention. The diverse assessments listed above will be used at the various academic levels. Assessment reports will provide measurements of knowledge acquired as well as identification of learning gaps. Staff will review test results on Wednesday afternoons in a group setting. Teachers at each academic level will then review lesson plans and monitor expected learning outcomes with their colleagues.

The CCS program will be data-rich and assessment-driven. SCAs will be administered and all students will record the track their results. Students are trained to use the instructional goal folders during daily activities through direct, whole group instruction at the start of the school year, with a gradual release of responsibility as students grow more accustomed to goal setting cycle.

In addition, classroom results on assessments will be posted on the classroom bulletin boards and celebrated. To be mindful of FERPA, a discreet number system will be used to display student data.

Charter School Performance Report
CCS will provide an annual performance report to LAUSD. This report will include the following information:

- Summary data showing student progress toward the goals and outcomes listed above.
- A summary of major decisions and policies set forth by the Ingenium Schools Board of Trustees during the year.
- Data on the parent involvement in CCS’s governance (and other facets of the school) and summary data from a yearly parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school’s health and safety policies and any major changes to those policies during the year.
- Data showing whether CCS implemented the means listed in the charter to strive to achieve a racially and ethnically diverse student population reflective of the territorial jurisdiction of Los Angeles Unified School District.
- A comprehensive view of CCS’s admissions practices during the year. This will include information regarding the number of students enrolled, children on waiting lists and students expelled and/or suspended.
- Analyses of the effectiveness of CCS’s internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.
- Any other information regarding the educational program, the administrative, legal and governance operations of CCS relative to compliance with the terms of the charter generally.

CCS and the District Board of Education will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report. CCS will use the data in the performance report to assess and improve upon its educational programming as deemed necessary.

In the spirit of continuous improvement, CCS will also seek out an independent evaluation of its pupil performance with a specific focus on reviewing the program and its strengths and weaknesses in working toward narrowing the achievement gap. CCS shall utilize the results of this evaluation to make alterations to its program toward the school wide outcomes established above.

The above referenced annual performance report and the State mandated School Accountability Report Card will be submitted to LAUSD within the timelines agreed upon by LAUSD and CCS and made available to the public.

CCS agrees to and submits to the right of LAUSD to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3, CCS shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the Los Angeles Unified School District and the State Superintendent of Public Instruction.
Reference to NCLB

Clemente Charter School accepts the NCLB premise that all children will succeed and will review its Annual Yearly Progress annually with special attention given to the progress of sub-groups. The Principal will recommend and the Board will approve annual action plans to meet Annual Yearly Progress goals. If the Board does not approve the annual action plan, the principal will revise it to meet the Board’s recommendations.

Identification of the Grading Policy

Progress reports based on state standards will be sent to the parents of all students four times a year. Information on student progress will also be available on the educate site.

Grading will be by individual teachers in accordance with criteria determined by the school. The following is a brief summary of the marks and their meaning:

<table>
<thead>
<tr>
<th>Subject Marks</th>
<th>4 — Advanced</th>
<th>3 — Proficient</th>
<th>2 — Developing</th>
<th>1 — Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Habits and Cooperation</td>
<td>E — Excellent</td>
<td>S — Satisfactory</td>
<td>U — Unsatisfactory</td>
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</tbody>
</table>

LOCAL CONTROL ACCOUNTABILITY PLAN ("LCAP")

Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, CCS will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in Element 2 of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. CCS shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Element 4: Governance

GENERAL PROVISIONS

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

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

All employees and representatives of Charter School, including members of the Clemente Charter School governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.
Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

Family and Community Involvement

Along with our strong committed Board, Clemente Charter School believes families play a key role in the education of their children. Clemente Charter School will utilize family involvement to forge parent partnerships with the school through the creation of a Family Leadership Committee (FLC). The FLC will be a workforce of parent volunteers committed to the CCS Mission and Vision. Any parent may participate in the FLC at any time. The FLC will be informed through key work streams based on the daily, weekly, and monthly needs of the school determined by school leadership, families, and students. The key work streams are strategic, dynamic and informed through data. For instance, if key stakeholders notice the art program is suffering because of a lack of funding, the FLC will implement a fundraising work stream to support the school. Other work streams can include areas such as community service, nutrition, and field trips.

Meaningful participation for FLC occurs through meetings. Meetings will occur once a month and will be held at the school site. These meetings are facilitated through parent volunteers. The FLC meetings are led by volunteer parent liaisons who receive leadership training on decision making, facilitation, how to track data and gauge impact of decisions. The leadership training will be provided by forming partnerships with community-based organizations that provide such training or in house by appropriate staff members. The parents become a workforce the school can utilize to move the mission forward.

Involving Parent, Teachers, and Students in the Academic Program

The organizational structures at Clemente Charter School are clear. The Charter School’s Board is the governing body and the school leadership and staff bring professional expertise to the academic program. We encourage teachers, families, and students’ input and feedback on the school. We encourage teachers’ attendance at board meetings and to serve in committee work as appropriate. As we grow, we will encourage student leadership by having students attend and provide reports to the Charter School’s Board. In developing partnership with parents, a key message of the school is to involve families in the academic success of their children.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


LEGAL AND POLICY COMPLIANCE
Clemente Charter School shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

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

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

NOTIFICATION OF THE DISTRICT
Clemente Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by CCS. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

TRANSFER OF STUDENT RECORDS
When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.
ORGANIZATIONAL STRUCTURE

While CCS intends to collaborate and work cooperatively with LAUSD, Clemente Charter School will operate as a separate legal entity independent of LAUSD. CCS will be operated by Ingenium Schools, a duly constituted California nonprofit benefit corporation, which is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be maintained to be consistent with the terms of this charter.

As provided for in the California Corporation Code, Ingenium Schools is governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of CCS. Ultimate responsibility for the governance of CCS rests with the Ingenium Board of Trustees, which hires the Executive Director to implement its vision. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the school. It also monitors the school’s financial stability. Its responsibilities are detailed in the governance section below.

Pursuant to Education Code §47604(c), LAUSD in performing its oversight of CCS as required by Education Code §47604.32, shall not be liable for the debts and obligations of CCS or for claims arising from the performance of acts, errors, or omissions by the charter school. The “Bylaws” and “Articles of Incorporation” for Ingenium Schools are viewable at the Ingenium Schools website.

Non-Profit Board of Trustees
The Ingenium Schools Board shall include no less than five (5) and no more than nine (9) directors. The Board currently has six trustees. The current trustees and brief bios are provided below:

- **Joan Sabree Faqir - Secretary** has been a fifth grade teacher at Shirley Avenue Elementary School in LAUSD for sixteen years. She specializes in literacy, English Language Development, Multicultural Education and the Social Sciences. Ms. Faqir also instructs in the LAUSD Intern Program and BTSA. Previously, Ms. Faqir served as Principal of MuMin Academy in Oklahoma City, Oklahoma for six years and served as the Center for Advanced Learning’s President during its inaugural year.
• **Martha Notaras - President** is CEO of Optimal Capital Deployment, which provides strategic, corporate development and acquisition support to consulting clients. Her market expertise includes education technology, insurance, financial services, and commercial real estate. On behalf of a strategic investor, she invested over $600 million in twenty business information services companies. Martha also has extensive experience as a board director and chairman. Martha received her B.A. cum laude from Princeton University and her MBA from Harvard Business School, where she was designated a Baker Scholar for graduating in the top 5% of the class.

• **Nirosha Ruwan - Member at Large** is an experienced corporate and intellectual property lawyer whose clients range from start-up technology companies to large public companies. She is a principal of the Ruwan Law Group. She previously practiced law at Latham & Watkins in Los Angeles and Cleary Gottlieb Steen & Hamilton in New York. She is the founder and president of Rockhold Education, which provides tutoring and college admissions counseling services for middle school and high school students. Nirosha received her B.A. magna cum laude from Harvard College and her JD cum laude from Harvard Law School.

• **Dr. Michael Noble - Vice President** has experience ranging from taking a startup public to Fortune 500 with various management roles in education, healthcare, real estate development, and environmental health and safety in companies such as Liberty Mutual and McGraw-Hill. He has a proven record of cost containment while increasing customer satisfaction and company profitability. He has implemented process improvement and change management as well as developed policies to promote business development and customer satisfaction. Michael holds an Ed.D in Organizational Development from the University of La Verne and an MBA in Health Service Management from Golden Gate University.

• **Alan Campbell - Member at Large** has 35 years of experience in computer operations and information technology. Twenty five of these years were at the City of Los Angeles Information Technology Agency, where he retired in 2007 as an Information Systems Operations Manager. Mr. Campbell is a community volunteer with the Los Angeles County Library system and Parent’s Fight Autism Together (P-FAT).

• **Dr. David S. Haney - Trustee at Large** served as a public school elementary and middle school teacher for 8 years, elementary vice principal and principal for 2 years and 20 years as a school superintendent. During his tenure as a school superintendent, he also taught leadership classes for Azusa Pacific University, Cal Lutheran University and Point Loma Nazarene University. He was an administrator for Point Loma Nazarene University as Director of the Regional Center in Pasadena, Arcadia and Corona for 13 years. After retiring in 2007, he continued to serve as an adjunct faculty member at PLNU, teaching in the leadership program and coaching practicing administrators. He holds a B.A., M.A. and E.D.S. degrees from Point Loma Nazarene and a Doctorate in Educational Leadership from Northern Arizona University. He is the recipient of the Lifetime Distinguished Achievement Award in 2008 from Point Loma University’s Alumni Association. David served for one year on the Board of Trustees for the Upland Christian Academy.

All future appointments to the board will follow the appointment process outlined in the Bylaws. As allowed by Education Code Section 47604(b), LAUSD may appoint a representative to the Ingenium Schools Board of Trustees. The selection process for new Board members includes review of candidates’ curricula vitae, contact with their references, and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

The Board of Trustees is responsible for the operation and fiscal affairs of CCS including but not limited to:
1. **Overseeing the academic and social performance and effectiveness of CCS and taking necessary action to ensure that CCS remains true to its mission and charter;**

2. **Approval of the annual school budget, calendar, and salary schedules;**

3. **Approval of a Memorandum of Understanding (MOU) or other contracts with LAUSD;**

4. **Approval of all changes to CCS’s charter to be submitted as necessary in accordance with the applicable law;**

5. **Filling the President position and evaluating its performance (see Appendix M for the RSM’s Superintendent evaluation form, which the Board will use as part of its President evaluation);**
   a. Approval of bylaws, resolutions, and critical school operation policies and procedures;
   b. Monitoring the financial well-being of AMCS and engaging an independent fiscal audit;
   c. Maintenance of full and accurate records of Board meetings, committees, and policies;
   d. Developing itself through new trustee orientation, ongoing education, and leadership succession planning.

CCS will update LAUSD of changes to Ingenium School’s Board of Trustees.

CCS Board of Trustees may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

**Board Meetings**

The Board of Trustees meets once a month to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act. Board meetings are held the third Saturday of each month from 9:00 AM to 11:00 AM. The site of the meetings will always be in the jurisdiction of one of the school districts in which Ingenium Schools operates and at least 50% of the meetings will be held within the jurisdiction of LAUSD. The site will alternate between these jurisdictions. Video conferencing capability will be set up in the jurisdiction where the board is not meeting so that individuals may always participate in board meetings from locations within all served jurisdiction. The Brown Act requirement is that "Regular and special meetings of the legislative body shall be held within the boundaries of the territory over which the local agency exercises jurisdiction." Ingenium Schools will hold meetings within the jurisdiction of a school district in which we operate a charter school.

CCS has adopted a conflicts code that complies with the Political Reform Act, Government Code Section 87100 and applicable conflict restrictions required by the Corporations Code.

The Board of Trustees meetings are headed by a Board Chair, who is elected by the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Trustees may be passed with a simple majority of present members.

**Board Training**

The Board of Trustees shall participate annually in training regarding board governance, Brown Act, and conflicts of interest rules.

**Board Delegation of Duties**

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of CCS or a third party any of those duties except for the adoption of Board policies, adoption of the budget, budget revision, adoption of the annual fiscal audit,
discipline and dismissal of employees, or as otherwise prohibited by law. The Board retains ultimate responsibility over the performance of delegated powers and duties. Such delegation will:

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

**Executive Director**

The Board of Trustees has engaged an Executive Director to be responsible for administering the school in all of its aspects of its day to day operations, working with Ingenium Board of Trustees, LAUSD, students, parents, and community members and the other governing bodies specified by local and state law. The Executive Director’s duties include, but are not limited to, the following:

- Lead CMO-level RSM/ILS development and the organization’s program for winning quality awards.
- Develop school support systems and processes, including Student Information System and assessment systems shared across multiple charter schools.
- Oversee fundraising, facilities development, and financial management of the corporation, including the development and implementation of the annual budget.
- Provide information, advice, and counsel to the Chairman of the Board, Board Committees, and the Board of Directors in the creation of policies, programs, and strategic direction of the corporation. Support Board of Directors activities, including staffing for all Board and Committee meetings, meeting schedules, locations, development of agendas, and meeting materials.
- With the assistance of the Principal, oversee administration of overall operation of the school, including: reviewing and evaluating the results of program activities; ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; and developing organizational and administrative policies and program objectives for Board consideration.
- Manage the principal hiring process and subsequent support and supervision of principals.
- Liaison with other organizations such as LAUSD and CDE.

The above duties may be delegated or contracted to another administrator of CCS or other employee, a parent volunteer (in accordance with student and teacher confidentiality rights), or to a third party provider as allowed by applicable law.

**Charter School Principal**

The Executive Director will engage a Principal to lead CCS’s day-to-day operations. The Principal will be responsible for planning improvements that directly address instruction and customer satisfaction. The Principal’s responsibilities are listed below.

The Principal as the RSM program leader will:
- Develop a plan for achieving the school’s vision within the context of the RSM.
• Train staff in elements of the RSM.

• Lead the school’s application process for progressively higher California Awards for Performance Excellence and, ultimately, the Baldrige Award.

• Maintain a school goal folder that will set, with the assistance of teachers, school-wide learning goals and action plans and track school-wide learning progress. Modify school-wide action plans to reflect learning progress.

• Lead the school’s WASC application process during the first year of operation.

• Continually monitor progress on all measures of school and staff performance.

• Complete and publicly present an annual school progress report to Ingenium Schools Board of Trustees, the Los Angeles Unified School District, and the school community.

The Principal as academic leader will:

• Administer the academic policies determined by the CCS Board of Trustees and Executive Director and the applicable local, state, and federal regulations.

• Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the school’s instructional program plans.

• Set standards for student achievement.

• Ensure the implementation of a high standards, research-based curricula, and RSM systems and tools in all classrooms of the school. Ensure all students and teachers are using goal folders.

• Provide instructional leadership in advancing proven teaching and learning practices.

• Select instructional staff with the knowledge, skills, and beliefs to ensure each child reaches high levels of academic achievement in accordance with the standards and processes.

• Supervise and evaluate instructional staff to ensure quality instruction and student achievement.

• Observe and ensure that teachers examine instruction regularly.

• Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.

• Monitor (and ensure that teachers monitor) student growth and achievement.

• Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
• Support the development of a network of student support systems.

• Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.

• Oversee compliance in testing, admissions, special education, and other instructional areas.

• Deal with discipline issues, including entering discipline information into PowerSchool and educate.

The principal as the site-based manager will:

• Develop (with the Executive Director) and manage the school budget.

• Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories, and office operations.

• Maintain complete and accurate records of the entire school program.

• Manage the student recruitment and enrollment process.

• Recruit, select, and hire school staff, including school-based support staff and (in collaboration with the academic director) instructional staff.

• Issue reports to the Board of Trustees and to any affiliated private entity on the progress of all students in the school and on matters of school operations as requested.

• Administer the school policies determined by Ingenium Schools Board of Trustees and Executive Director as well as the applicable local, state, and federal regulations.

• Ensure compliance with federal, state and local regulations and policies.

• Establish and maintain, in conjunction with the Executive Director, a close working relationship with the Los Angeles Unified School District.

The principal as the builder of the school culture will:

• Build an effort-based school culture of high expectations for all students throughout the school community.

• Communicate the vision that supports the school’s goals and articulate and model the school’s values.

• Engage the active support of parents and community members in support of the education of all the students in the school.

• Provide leadership to the school leadership team, which consists of the Principal, teaches, staff, parents, and community members.
• Seek feedback on the progress of the school.

• Serve as a spokesperson for the school in the community and elsewhere.

• Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence.

• Engage parents and community in planning and implementing programs, including community use of the school site.

• Manage and facilitate group planning and program-solving sessions.

• Build on the strengths of staff and recognize improvement.

• Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements.

• Ensure a safe and orderly environment.

• Direct the enforcement of school policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the school.

Parent Involvement

Parents will be encouraged to contribute a minimum of 10 hours per school year working at Clemente Charter School. The school will maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the Ingenium Board, District Board, or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities upon approval by the Principal. No child will be excluded from CCS or school activities for a parent’s failure to fulfill the encouraged 10 volunteer hours. Thus, there are no penalties to students or parents for not fulfilling the encouraged volunteer hours. Parents will be included in CCS’s “Shared Vision” process. This process involves asking all stakeholders, including parents, the following questions:

• What makes a school exemplary?

• What are the characteristics of an effective teacher?

• What will students need to know in the 21st century?

• If needed, how do we change our current system to meet the needs of all students?

Replies to these questions lead to the 1st step in creating a shared vision. This step frames the fundamental goals of the school. The 2nd step focuses on continuous improvement, the 3rd step organizes input into a plan, the 4th step refines and evaluates the vision using a process (Baldrige), and the 5th step deals with sustaining the shared vision by building leadership capacity. Chapter One of the Guide to Reinventing Schools explains this process in detail.

Parent surveys will be randomly sent for completion to a statistically significant number of parents each month to track parent satisfaction with CCS and record suggestions for improvement. Results of the survey will be tracked and action plans developed to continually improve the level of parent satisfaction.
CCS will create a parent organization whose activities may include (but are not limited to). The parent organization will assist with budget decisions and as such, is part of the governance of the school:

- Meeting regularly and serving as a liaison to other school stakeholder groups such as the Ingenium Schools Board and CCS teachers.
- Coordinating, with CCS’s administration, Back-to-School nights and Student-Led Conferences.
- Creating and distributing a Parent Organization Newsletter.
- Creating and maintaining (with CCS administration’s support) a Parent Organization Website.
- Preparing and publishing a student directory.
- Sponsoring or supporting community-building activities throughout the school year (orientations, school photos, socials, special fundraising events, community service activities).
- Supporting classrooms directly (volunteer coordination, teacher wish lists, chaperoning).
- Coordinating school-wide fundraising (book fairs, eScrip, and other fundraising partnerships with local businesses).

**Nonprofit Status**

Clemente Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by CCS if the authority has complied with all oversight responsibilities required by law. Clemente Charter School shall work diligently to assist LAUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure LAUSD shall not be liable for the operation of CCS.

Further, Clemente Charter School and LAUSD shall enter into a memorandum of understanding wherein CCS shall indemnify LAUSD for the actions of CCS under this charter.

The corporate bylaws of Ingenium Schools shall provide for indemnification of Ingenium Schools’ Board, officers, agents, and employees, and Ingenium Schools will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

See the Insurance section in Element VI for the insurance amounts and types to be secured by Clemente Charter School, evidence of insurance, and hold harmless/indemnification provisions. The Ingenium Schools Board will institute appropriate risk management practices as discussed herein including screening of employees, establishing codes of conduct for students, and dispute resolution.

Any amendments to CCS’s Charter shall be submitted by the Board of Directors of Ingenium Schools to the District for approval. CCS may present a petition to renew or materially amend the Charter at any time, and the District agrees to respond to such petitions pursuant to the process, criteria, and timelines specified in The Charter Schools Act.
Element 5: Employee Qualifications

EQUAL EMPLOYMENT OPPORTUNITY

Clemente Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB AND CREDENTIALING REQUIREMENTS

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

Qualifications of School Employees

Clemente Charter School will recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that are committed to the instructional philosophy outlined in the Mission and Vision statement. All personnel will possess the knowledge, skills, and motivation to ardently pursue the realization of the mission and goals of the school.

BELIEFS AND ATTITUDES (ALL PERSONNEL)

All personnel will:

- Commit to use RSM/ILS systems and tools and adhere to the Baldrige program of the school.
- Create and maintain Professional goal folders in order to continually improve their performance and to model effective use of the RSM to students.
- Possess an unshakable belief that children from under-resourced communities can reach the highest academic levels.
- Demonstrate the persistence and resourcefulness to overcoming obstacles and solve problems.
- Accept personal responsibility for the educational results of the school.
- Display a willingness to embrace change.
- Maintain high personal ethical standards.
- Demonstrate a belief in lifelong learning.
EXECUTIVE DIRECTOR

Position Summary

The Executive Director reports to the Board of Trustees. The Executive Director is responsible for the development and implementation of policies, procedures, and practices that ensure the ongoing financial and legal viability of the school. His or her duties include: (1) RSM systems and tools development; (2) managing the Principal hiring process; (3) Principal support and supervision; (4) fundraising; (5) facilities development; (6) back office operations; (7) budget development; and (8) Board development and support.

Reports to: Board of Directors.

Qualifications:

- Demonstrated success in previous school administrative positions.
- Knowledge of charter laws, finance, and politics.
- California credentialed teacher.
- Possess a M.Ed. and/or an MBA.

Objectives: Earn progressively higher quality awards each year, e.g. California Award for Performance Excellence; California Challenge Award; California Prospector™ Award; Eureka Award for Performance Excellence™. Earn the Malcolm Baldrige National Quality Award by the sixth year of operations.

See “Charter School Executive Director” in Element IV Governance above for a listing of Executive Director responsibilities.

PRINCIPAL

Position Summary

The Principal reports to the Executive Director. The Principal is responsible for the school environment and student performance. The Principal is also responsible for providing the operational, administrative, and instructional leadership necessary to ensure the success of the school, including the academic success of CCS’s students. He or she will organize, administer, supervise, and evaluate all aspects of CCS. The Principal is the Baldrige program leader and will be held accountable for the continuous improvement of the school and its staff.

Qualifications:

Special Skills/Experience Required:

- A Master’s degree in education, state certification, and at least two years of educational administrative experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
• Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.

• Capacity to build a school culture which mobilizes the efforts of all students, staff, and parents to realize the school mission.

• Knowledge of effective practices motivating all students to adhere to high standards of conduct.

• Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the school’s student population.

• Capacity to facilitate groups to plan and make decisions.

• Capacity to build relationships that foster the development of staff.

• Capacity to analyze data on student learning and to identify areas of need and ensure improvement in instruction.

• Capacity to observe, evaluate and select effective teachers and identify effective teaching strategies.

• Skill in oral and written communications.

• Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.

• Experience working under time pressure and maintaining a positive work environment.

Objectives

• Achieve the measurable student outcomes listed in Element III: Measureable Student Outcomes and Other Uses of Data.

• Successfully implement the educational program.

The Principal’s responsibilities are listed above in Element IV: Governance under “Charter School Principal.”

TEACHER

Reports to: Principal

Qualifications: A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. NCLB highly qualified for the position held.

Objective: Significant student progress towards meeting the school’s academic standards.

Responsibilities
• Design, implement, and monitor the learning experiences of each student and the class.

• Work collaboratively with staff, students, parents, and community partners and communicate regularly with parents.

• Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals will be a combination of absolute measures and measures of progress.

• Maintain class goal folders to set class learning goals and action plans and track class learning progress.

• Review class performance with all students and modify class learning plans based on class performance and student input.

• Analyze data from assessments of student work with their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.

• Other duties as assigned.

Knowledge and Skills

• Experience implementing high academic standards and curricula in an educational setting.

• Capacity to teach in a school that mobilizes all students to achieve at high levels.

• Knowledge of effective practices motivating all students to adhere to high standards of conduct.

• Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school’s student population.

• Capacity to analyze data on student learning to identify needs for improvement in instruction.

• Skill in oral and written communications.

• Capacity to work as an effective team member.

OFFICE MANAGER

Reports to: Principal

Qualifications: Bachelor’s degree from four-year college or university or one to two years of related experience and/or training; or equivalent combination of education and experience.

Summary of responsibilities: Schedules appointments, provides appropriate information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail by performing the following duties:
• Prepare and communicate reports.

• Track the NCLB qualifications of teachers using an NCLB qualification form and maintain personnel records.

• Read and route incoming mail. Locate and attach appropriate file to correspondence to be answered by employer.

• Compose and type routine correspondence.

• Organize and maintain file system, and file correspondence and other records.

• Answer/screen manager’s telephone calls, and arrange conference calls.

• Coordinate manager’s schedule and make appointments.

• Greet scheduled visitors and conduct to appropriate area or person.

• Arrange and coordinate travel schedules and reservations.

• Conduct research, and compile and type statistical reports.

• Coordinate and arrange meetings, prepare agendas, reserve and prepare facilities, and record and transcribe minutes of meetings.

• Make copies of correspondence or other printed materials.

• Prepare outgoing mail and correspondence, including e-mail and faxes.

• Order and maintain supplies, and arrange for equipment maintenance.

Ability to:

• Read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.

• Write reports, business correspondence, and procedure manuals.

• Present information and respond to questions from groups of managers, clients, customers, and the general public.

• Calculate figures and amounts such as discounts, interest, and percentages.

• Independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.

• Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

• Employ and interpret word processing, spreadsheets, Internet software, and E-mail.

OTHER NON-CERTIFICATED EMPLOYEES
CCS non-certificated personnel shall be willing to work in a unique educational environment with a
diverse group of teachers, parents and students.

As applicable, CCS will comply with the highly qualified requirements under the No Child Left Behind Act for paraprofessionals.

Employee expectations are further delineated in Appendix E, Personnel Handbook, and Appendix N, Employment Agreement.

**HIRING PROCESS**

The Board will select the Executive Director who will select the Principal, who in turn will engage all other staff. Deadlines for submitting applications will be established and publicly advertised. All hiring and termination decisions must be ratified by the Board. In accordance with Education Code 47605(d)1, Clemente Charter School shall be nonsectarian in its employment practices and all other operations.

CCS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

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

**Review of Credentials**

For any job requiring a credential or other license or other documentation, Clemente Charter School’s Office Manager will examine the credentials of applying candidates to determine whether the credentials are appropriate for the applied for position. The Office Manager will monitor credentialing requirements on an ongoing basis and will alert an employee when the employee is in danger of not meeting certification requirements.

**Identification of the Role and Functions of Staff Members**

The roles and functions of staff are detailed in the job descriptions above. Staff expectations are further delineated in Appendix H, Personnel Handbook, and Appendix N, Employment Agreement.

**Evaluation of Employees**

The Board of Trustees evaluates the Executive Director.

The Principal is evaluated by the Executive Director. The Principal will develop and maintain a School Assessment Binder that will form the basis for Principal evaluations.

All School staff other than the Principal will report to and will be evaluated by the Principal, who will set goals with them and evaluate them on their performance and the extent to which they met their goals.
CRITERIA AND PROCEDURES USED IN EVALUATIONS

Teachers

All teachers will prepare Classroom goal folders and Classroom Success Plans for each class as well as professional goal folders. The Principal will review classroom and professional goal folders at least quarterly. Teacher evaluations will include scores on the maintenance of these documents and classroom results, including value added student achievement.

In addition, the Principal will observe teachers at least three times a year and evaluate them on these five categories and their underlying Teacher Performance Expectations (TPE) and California Standards for the Teaching Profession (CSTPs):

**Making Subject Matter Comprehensible to Students**
TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

**Assessing Student Learning**
TPE 2 – Monitoring Students Learning During Instruction
TPE 3 – Interpretation and Use of Assessment

**Engagement and Supporting Students in Learning**
Planning Instruction and Designing Learning Experiences for Students
TPE 8 – Learning About Students
TPE 9 – Instructional Planning

Creating and Maintaining Effective Environments for Student Learning
TPE 10 – Instructional Time
TPE 11 – Social Environment

Developing as a Professional Educator
TPE 12 – Professional, Legal and Ethical Obligations
TPE 13 – Professional Growth

Other Staff
The Executive Director is evaluated by the Board of Trustees.

Measures of Performance
Ingenium Schools Board of Trustees will annually set performance goals with the Executive Director and review its performance at the end of the school year. The Executive Director and Principal, in turn, will set performance goals and evaluate other staff members.

The measures of the Executive Director will include but not limited to the following:

- CAPE and Baldrige Award scores.
- Financial performance of the school.
- Relationship of the school with the charter authorizer and other elements of the community.

The measures of the Principal will include but not limited to the following:

- CAPE and Baldrige Award scores.
- Student retention.
- Parent satisfaction.
- Student performance.
- Student enthusiasm for learning.
- API and AYP results.
- Teacher renewals.

Compensation and Benefits
Clemente Charter School executive director will recommend the policies for salaries, benefits and annual work calendars for all employees to the Ingenium Schools Board for approval. Work calendars will be submitted to staff in March for their input. Staff will be given opportunities to discuss any changes affecting benefits.

Clemente Charter School’s compensation and benefits package has been designed with the goal of attracting high-quality staff while not endangering CCS’s financial stability. Salaries are generally at the “market” rate; teacher salaries, for example, are comparable to teacher salaries in neighboring school districts.

The starting salary schedule for employees is shown on the table below. All employees will be offered health benefits, to which Clemente Charter School will contribute $450/employee/month.

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>$36,000</td>
</tr>
<tr>
<td>Principal</td>
<td>$90,000</td>
</tr>
<tr>
<td>Resource Teacher</td>
<td>$50,000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>$45,000 (average)</td>
</tr>
<tr>
<td>Office Manager</td>
<td>$35,000</td>
</tr>
</tbody>
</table>

**Retirement Benefits**

Clemente Charter School teachers and certificated administrators shall be a part of the State Teachers’ Retirement System. Other employees shall be covered by Social Security. The Executive Director and the business services provider will work with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related work. Clemente Charter School will either use LACOE’s reporting system or a system compatible with LACOE.

**Employee Representation**

To the extent that CCS’s employees are represented under the EERA, it will follow EERA guidelines. In general, the EERA allows the exclusive representative to represent union members concerning:

- Wages.
- Hours of employment.
- Health and welfare benefits.
- Leave.
- Transfer and reassignment policies.
- Safety conditions of employment.
- Class size.
- Employee evaluation procedures.
- Organizational security.
- Grievance procedures.
• Layoffs of probationary certificated school district employees.
• Alternative compensation or benefits for employees adversely affected by pension limitations.

The union’s right to represent:

• Obligates CCS to negotiate with the exclusive representative.
• Requires the employer to fulfill certain “impasse” procedures before unilaterally implementing a new term and condition of employment.
• Allows the employer to implement a change in a term or condition of employment to which the union concurs.
• Incorporates the employer obligation to deduct union dues from employee wages.
• Includes the right to file unfair labor practice charges with the PERB.
• Includes the right to represent employees in the presentation of their grievances. However, once an exclusive representative is selected or certified by the PERB, only the exclusive representative has the right to represent members in the grievance process and to file unfair labor practice charges alleging a violation of the duty to negotiate.

Rights of School 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.

Element 6: Health and Safety

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

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

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

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

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

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

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

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

*Evidence of Insurance
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, or equivalent:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”
Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

*Hold Harmless/Indemnification 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, except for negligence or intentional acts. 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 charter school’s contracts with vendors, contractors, partners or sponsors.

**HEALTH, SAFETY AND EMERGENCY PLAN**

Clemente Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. [Charter School] shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

Clemente Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.
Ensuring Health and Safety Procedures
In order to provide safety for all students and staff, CCS will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with CCS insurance carriers and risk management experts. A final draft will be provided to LAUSD for review at least 30 days prior to operation. The following is a summary of the health and safety policies of CCS.

PROCEDURE OF BACKGROUND CHECKS
Clemente Charter School shall comply with the provisions and procedures of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of CCS. No employee shall be permitted to commence work at Clemente Charter School until clearance has been obtained from the Department of Justice.

The Executive Director will monitor compliance with this policy and report to Ingenium Schools Board of Trustees on a quarterly basis. The Board Chair will monitor the fingerprinting and background clearance of the Executive Director.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS
All employees will be mandated child abuse reporters and will follow all applicable reporting laws, including child abuse reporting, and the same policies and procedures used by LAUSD.

TB TESTING
CCS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

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

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

MEDICATION IN SCHOOL
CCS will adhere to Education Code Section 49423 regarding administration of medication in school.

VISION/HEARING/SCOLIOSIS
CCS shall adhere to Education Code §49450 et seq. as applicable to the grade levels served by CCS. CCS will provide vision, hearing, and scoliosis screening to students to the same extent it would be required to do if its students attended a non-charter public school.

EMERGENCY PREPAREDNESS
CCS shall adhere to the Safety Plan drafted specifically to the needs of the school site. This Plan shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall be submitted for District receipt and review at least 30 days prior to operation.
days prior to CCS’s opening. This Plan shall include an evacuation plan, and general school safety, injury and illness prevention. The draft Plan is contained in Appendix H: Safety Plan.

**BLOODBORNE PATHOGENS**

CCS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, all students and staff should follow the latest medical protocol for disinfecting procedures.

In addition, all faculty members will be required to attend an annual blood-borne pathogen presentation.

**DRUG FREE/SMOKE FREE ENVIRONMENT**

CCS shall maintain a drug, alcohol and smoke free environment.

**PROCEDURES**

CCS shall adopt procedures to implement the policy statements listed above prior to operation.

Among the many health and safety laws that will be followed is the Healthy Schools Act – California Education Code §17608, which details pest management requirements for schools.

**HOW THE SCHOOL WILL ENSURE THAT ITS FACILITIES ARE SAFE**

The preferred site for the school is Corona Avenue Elementary School, 3825 Bell Ave, Bell, CA 90201.

Clemente Charter School will obtain property insurance coverage for the site. An appropriate safety plan has already been developed (see Appendix H). Clemente Charter School will have an active safety plan on file. The safety plan will be kept on file for review and the school staff will be trained annually on the safety procedures outlined in the plan.

Clemente Charter School will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility.

**HOW THE SCHOOL WILL ENSURE THAT ITS AUXILIARY SERVICES ARE SAFE (FOOD SERVICES, TRANSPORTATION, CUSTODIAL SERVICES, HAZARDOUS MATERIALS)**

Clemente Charter School will contract with a bonded third party to provide food service.

The school will maintain a list of locally stored hazardous materials and has prepared safety plan (see Appendix H: Safety Plan). The school will also request periodic safety inspections from its insurer. The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR part 763.

**COMPREHENSIVE DISCRIMINATION AND HARASSMENT POLICES AND PROCEDURES**
CCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. CCS shall develop a comprehensive policy to prevent and immediately remEDIATE any concerns about discrimination or harassment at CCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with CCS’s discrimination and harassment policies.

Element 7: Racial and Ethnic Balance

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

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

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

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

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

As required under NCLB, all NCLB-PSC students attending Clemente Charter shall have the right to continue attending [Charter School] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Clemente Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status. REV 09/03/13 Page 14 of 33 Clemente Charter School shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will
be eligible for all applicable instructional and extra-curricular activities at Charter School. Clemente Charter School shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at 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 Clemente Charter School under the NCLB-PSC program increases in subsequent years, Clemente Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Clemente Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Clemente Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Clemente Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

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

Non-Discrimination

Los Angeles Unified School District Ethnicities for the year 2009-2010
<table>
<thead>
<tr>
<th></th>
<th>Al/Alask</th>
<th>Asian</th>
<th>Filipino</th>
<th>Pacific Islander</th>
<th>Black or African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,695 (0.4%)</td>
<td>40,266 (5.9%)</td>
<td>1,279 (0.2%)</td>
<td>2,368 (0.3%)</td>
<td>69,143 (10.2%)</td>
<td>497,583 (73.4%)</td>
<td>64,204 (9.5%)</td>
<td>677,538</td>
</tr>
</tbody>
</table>

It is the policy of Clemente Charter School to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations. CCS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

CCS will comply with all laws related to non-discrimination, tuition, and admissions criteria. Below is CCS’s written plan to achieve and maintain the Los Angeles Unified School District ethnic balance goal.

- Fliers (in English and Spanish) will be distributed in Los Angeles Unified School District’s attendance area indicating enrolling opportunities at CCS beginning in February. These fliers will include information on our instructional program and grades we will be serving. The fliers will be distributed as follows:
  - Local senior high and middle schools. CCS will seek permission from the schools to distribute its fliers.
  - Local elementary schools. CCS will seek permission from the schools to distribute its fliers on the campuses as well as to mail the fliers to the families of eligible students.
  - Local markets. CCS staff will visit local markets to distribute fliers.

- CCS’s Principal will ask to give presentations to and leave fliers at local churches.
- CCS will seek articles in the following local publication: Pennysaver.
- At least three informational meetings will be held during the winter and spring of 2013 where we will share information about Clemente Charter School and our alternative setting for families and their children.
- CCS staff and volunteer recruiters will canvass homes within a two mile radius of the school.
- Each family showing interest will be sent an application packet. Parents are responsible for completing an application, a draft of which can be found in Appendix I.

CCS shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in CCS along with documentation of the efforts CCS has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

**Integration Court Order**
Clemente Charter School is subject to the requirements of the Crawford Court Order. The school will provide a written plan to achieve and maintain the District’s ethnic balance goal which is within a 70:30 or 60:40 ratio.

It will be the responsibility of the Principal to continually monitor the greater west valley area for new community organizations and businesses with which to form relationships. It will also be the Principal’s responsibility to make the first contact with the leadership of these organizations and
businesses in order to pave the way for meetings and outreach events. It will be the Principal’s responsibility to plan meetings and events with future families and prepare registered parents to be a volunteer for outreach. In addition, the principal will work with local organizations and businesses in supporting the school and its families. The outreach efforts are specifically designed to attain a racial and ethnic balance at the charter school that is reflective of the city of Los Angeles and the District, as well as socio-economic diversity of the city and the district.

1. Stated above is the School’s written plan to achieve and maintain the District’s ethnic balance goal, which is within a 70:30 or 60:40 ratio.

The efforts above are designed to ensure that Clemente Charter School attains a racial and ethnic balance reflective of the sponsoring school district by promoting the school to all the different racial and ethnic categories. In addition, the School will track admissions inquiries and applications. If any particular ethnic group appears to be dominating the applications process, the School will reduce its recruitment efforts targeted on that group and increase its efforts targeted on other groups.

The School shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School along with documentation of the efforts the School has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

2. The School will provide to LAUSD all requested information using District forms, including the ethnic survey. The School must provide LAUSD with a system that can interface with the LAUSD Student Information System (SIS) for all enrolled students to assist with compliance monitoring. After the School submits the ethnic survey information during the first year of operation, Budget Services, Financial Planning Division and the Office of Student Integration Services will use the information listed below for compliance purposes:

<table>
<thead>
<tr>
<th>Information Provided to LAUSD</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Living Outside LAUSD Attendance Area</td>
<td>List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and recommendations</td>
</tr>
<tr>
<td>Total School Enrollment</td>
<td>Number of Students by Ethnicity &amp; Grade Level</td>
</tr>
<tr>
<td>Number of Students by Grade Level</td>
<td>Unfilled Classroom Teacher Positions</td>
</tr>
<tr>
<td>List of Register-Carrying Teachers</td>
<td>Fiscal Year-End Financial Report</td>
</tr>
<tr>
<td>Norm Day Classification</td>
<td></td>
</tr>
</tbody>
</table>

**Element 8: Admission Requirements**

**Student Admission Policies and Procedures**

Clemente Charter School will admit all students who wish to attend the school as outlined in Education Code §47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school. CCS shall not charge tuition.

CCS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
Students and their parent(s)/guardian(s) must complete an application available from CCS’s school office and submit it directly to Clemente Charter School. The application will contain the Home Language Survey, which will administered after a student is admitted to assist CCS in its obligation to identify and serve EL students and ask for the required proof of immunizations and proof of minimum age requirements. Parents and all students will be required to sign an agreement that they will abide by CCS policies on academics, attendance, and conduct. This is not a condition, but rather an invitation, for enrollment/continued enrollment.

Applications will be accepted during a publicly advertised open application period each spring, from January 1 to March 31st for enrollment in the following school year. Following the open application period each year applications shall be counted to determine whether any grade level has received more applications than availability.

If the number of students who wish to attend CCS exceeds capacity, enrollment, except for existing pupils shall be determined by a random public drawing. Preference, in the case of public random drawing, shall be given in the following order:

- Students whose address of residence lies within the published boundaries of the LAUSD;
- Siblings of currently enrolled students, defined as one of two or more individuals having one or both parents in common; a brother or sister. Sibling status does not accord preference across different Ingenium Schools charter schools; and
- Children of Ingenium Schools faculty (as long as that number does not exceed 5% of all interest forms). Ingenium Schools employees are those who are employed (both full- or part-time) with an expectation of an ongoing employment (not temporary or seasonal employment).

The school will designate and publicize an application deadline (for the first year, tentatively COB May 10) and only applications received only applications received by the deadline will be admitted and included in the lottery if the number of applications exceeds capacity. Public notice will be posted at the school site regarding a date, time, and location of the public drawing once the deadline date has passed; tentatively, the drawing for first year enrollment will be at 7:00 P.M. May 17 at the school site. Enrollment applications will also include the date, time, and location of the drawing, as will CCS’s Web site.

The school will communicate to all interested parties the rules to be followed during the lottery process by phone and by letter. The date and time of the lottery will be advertised and posted on the Clemente Charter School website, by school reach, and in our school newsletter. All lottery participants will be contacted by both telephone and written letter specifying the date and time of the lottery.

To ensure fairness, names will be drawn publicly at random by a neutral third party. This individual will be selected by the school site council to ensure neutrality. A designee of the Ingenium Schools Board of Trustees will be present at the drawing and will verify whether the lottery procedures were fairly executed. Once enrollment is reached at the public random drawing, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If a child gains admission, he or she will automatically be considered an “existing pupil” and accordingly, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or will move to the top of the waiting list for their grade (behind any other already drawn siblings on the waiting list). All students in a family share a lottery number. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.
CCS Office Manager will call parents or guardians of students on the wait list when positions become available and give the parents or guardians 24 hours to respond before moving to the next student on the wait list. Parents or guardians who do not respond within the deadline are moved to the bottom of the waiting list. Parents or guardians may respond by phone, by email or in person to the Office Manager.

The school will maintain on file the verification of the fairness of the lottery process, such as submitted applications, lottery process maps, and phone records, as well as the ordered list of lottery winners, and the ordered wait list. It will also maintain records of efforts to reach parents or guardians of students on the wait list who are notified when positions are available and documentation of parent and guardian responses, including time stamps.

CCS will open an office in the school building from 2:00 to 7:00 every week day during the application period for collecting registration forms and personally answering questions about the school.

Before school begins each year, all students must have an emergency medical information form on file.

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.
Clemente Charter School shall recruit a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the school’s educational philosophy and instructional practices. The efforts the school employs to recruit economically disadvantaged students are described in Element #7.

**Public School Attendance Alternatives**

No student may be required to attend Clemente Charter School. Students who reside within LAUSD who choose not to attend Clemente Charter School may attend school within LAUSD according to District policy or at another school district or school within the District through the District’s intra and inter-district policies.

The parent or guardian of each student enrolled in the charter school will be informed in letter form that the student has no right to admission in any school within a local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

Prospective students in the service areas of Bell, South Gate, and Downey where recruitment efforts are focused are overwhelmingly low-achieving and economically disadvantaged. Efforts to recruit from this pool are clear evidence of efforts to recruit low-achieving and economically disadvantaged students.

Clemente Charter School will comply with all laws related to non-discrimination, tuition, and admissions criteria.

It is the policy of Clemente Charter School to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations. CCS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

**NON-DISCRIMINATION**

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

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

**Element 9: Financial Audits**

**District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of
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, it is recommended that the Charter School will at all times maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

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

**Audit and Inspection of Records**

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

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

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

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

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.
Clemente Charter School will develop and maintain internal fiscal control policies governing all financial activities.

**Budgets and Cash Flow**

Attached as Appendix H, please find the following documents:

- A projected first year budget including startup costs.
- Cash flow and financial projections for the first three years of operation.
- Budget assumptions.

**Budget Development**

Budget development will begin each year immediately following the January announcement of the governor’s K-12 State Budget Proposals and continually refined through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with charter school goals.

The key factors that will enable Clemente Charter School to be self-sustaining on public funds (and occasional private donations) are:

- High student attendance rates.
- Relatively large class sizes, especially for charter schools.
- Comparatively low number of classified employees.
- Intensive utilization of all employees.
- Low non-classroom based operating expenses.
- Access to line of credit.

Clemente Charter School will continue to follow the same financial model in order to ensure that Clemente Charter School is financially sound and can provide an exemplary education to the students it serves.

The financial model referred to is the set of financial drivers immediately preceding. That is to say, CCS’s financial soundness will be due to our policies of high student attendance rates (the current ICS attendance rate is 96.3%); relatively large class sizes, averaging 30 students; a comparatively low number of classified employees and intensive utilization of all employees, and low non-classroom based operating expenses enabled by our Baldrige systems and partnerships with external service providers such as CSMC and BigUpKidz; and access to the Ingenium Schools line of credit, which is in the process of being increased to over one million dollars.

**Cash and Revenue Flow**

Clemente Charter School will be a directly-funded charter school. Funds still flowing through LAUSD will be transferred via journal voucher entry in a timely manner. Warrants are to be payable to Clemente Charter School.
Financial Reporting
The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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

a) Provisional Budget – Spring prior to operating fiscal year
b) Final Budget – July of the budget fiscal year
c) First Interim Projections – November of operating fiscal year
d) Second Interim Projections – February of operating fiscal year
e) Unaudited Actuals – July following the end of the fiscal year
f) Audited Actuals – December 15 following the end of the fiscal year
g) Classification Report – monthly according to school’s Calendar
h) Statistical Report – monthly according to school’s Calendar
i) In addition:
   • P1, first week of January
   • P2, first week of April
j) Instructional Calendar – annually five weeks prior to first day of instruction
k) Other reports as requested by the District

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

Fiscal Management
The Ingenium Schools Board has adopted comprehensive board-level fiscal policies, engaged a professional business services firm, and implemented a comprehensive internal control program.

The Ingenium Schools Board has adopted the following fiscal policies from model policies and forms available from California Charter School Association and business services providers: budget development; staff roles related to fiscal issues; conflict of interest; check-signing; petty cash management; attendance recording; payroll processing; control; risk management; accounts payable; expense reports; banking procedures; and other financial management procedures.

Administrative Services
Clemente Charter School has engaged the services of Charter School Management Corporation, a third party contractor, to provide the required school administrative services. These services include:

- Accounting. The accounting system will meet the requirements of LAUSD and Department of Education.
- Purchasing and accounts payable.
- Accounts receivable.
- Payroll processing.
- Business and budget-related consulting.
• Compliance.

• Attendance and Student Information Systems.

• Board meeting support.

Description of Type/Scope of Legal Services to be Used

Clemente Charter School does not expect to use a significant amount of legal services. It anticipates a limited review of the agreements entered into with LAUSD. Otherwise, a legal services firm will be engaged on an as-needed basis.

Audit

The Ingenium Schools Board will oversee selection of an independent auditor. The auditor will have experience in education finance and will be selected from the Certified Public Accountants Directory published by the State Controller’s Office. Ingenium Schools has financial controls, systems, and processes to ensure compliance and the maintenance of proper documentation in preparation for the audit. To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget. CCS will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school will also make available receivable and disbursement files.

The audit will verify the accuracy of the school’s financial statements, attendance, enrollment, and accounting practices and review the school’s internal controls. The audit shall be conducted in accordance with Education Code Section 41020, the Standards and Procedures for Audits of California K-12 Local Educational Agencies as published in the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the Ingenium Schools Finance Committee. The Finance Committee will review any audit recommendations or deficiencies and report to the corporation’s governing board and LAUSD their plan for resolving deficiencies. The board will report to LAUSD regarding how the exceptions and deficiencies have been or will be resolved.

Exceptions/deficiencies will be resolved to the satisfaction of LAUSD. The board will report to LAUSD regarding how the exceptions and deficiencies have been or will be resolved within sixty days of the Board’s receipt of the audit report. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.
In addition, Clemente Charter School will compile and provide to LAUSD an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes outlined in Element II using the assessment instruments and techniques listed in Element III.

- A summary of major decisions and policies established by the organization’s governing board during the year.

- An overview of the school’s admissions practices during the year and data regarding the number of students enrolled, number on waiting lists, and number of students expelled and/or suspended.

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

Furthermore, Clemente Charter School will provide any financial information requested by LAUSD and make its books available to LAUSD during any business day upon request. In addition all legally required financial reports will be submitted to LAUSD in the format required by LAUSD within timeframes specified by the law or LAUSD each year.

Element 10: Student Expulsions

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

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

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:
• pupil’s last known address
• a copy of the cumulative record
• transcript of grades or report card
• health information
• documentation of the expulsion proceeding, including specific facts supporting the expulsion
• student’s current educational placement
• copy of parental notice of expulsion
• copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion if applicable, rehabilitation plan if applicable, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement if applicable, appeal process and options for enrollment; and
• if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
  A) Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

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

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

NOTIFICATION OF THE DISTRICT
Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:
• completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
• documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
• copy of parental notice of expulsion hearing
• copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
• if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the preexpulsion IEP
• if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  a. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  b. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

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

**Outcome Data**

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

**Rehabilitation Plans**

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

**Readmission**

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

**REINSTATEMENT**

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

**GUN FREE SCHOOLS ACT**

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

**Suspension and Expulsion Policy and Procedure**

**Disciplinary Policy**

Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, Clemente Charter School has developed a comprehensive set of student discipline policies through the work of a committee that includes input from interested parents/guardians, students and staff and is compliant with California Education Code 48900 and LAUSD District Guidelines as stated in the District’s Discipline Foundation Policy.

Professional development, parent workshops, and community outreach events will focus on gaining stakeholder input into the refinement of our positive behavior support plan. CCS plans on implementing SOAR (Safety-Ownership-Acceptance-Respect) as way to foster positive student interaction. Parents, students, and staff will have opportunities to provide feedback on our discipline policies through parent meetings, town councils, and community education nights.

Clemente Charter School believes in implementing a positive behavior support system in which all stakeholders hold responsibilities.

These include, but are not limited to:

Administrators, Staff, Volunteers, and Community Members Engaged in the School:

- Supporting a school-wide Positive Behavior Support and Discipline Plan consistent with district and school guidelines
- Knowing, communicating, and monitoring this policy
- Maintaining open lines of communication between staff, students, administration, and parents/guardians
• Implementing positive response strategies and appropriate corrective feedback to disruptive students

• Collaborating and partnering with outside agencies, when appropriate

Students:

• Learn and follow all school and classroom rules

• Demonstrate appropriate social skills when interacting with both peers and adults

Parents/Guardians:

• Support the school’s efforts to maintain a welcoming school climate

• Describe and support the school-wide positive behavior support and discipline plan

• Review the school rules with the children

• Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct

• Work with the school as a collaborative partner to address student’s needs

Teachers:

• Acknowledge and reinforce positive, appropriate student behavior

• Provide corrective feedback and re-teach the behavioral skill when misconduct occurs

• Work with families in partnership to reinforce appropriate behavior

• Follow the behavior support plan for students with disabilities,

• Utilize data in collaboration with administration and support personnel to monitor misconduct

• Report behavior to school administrator or person responsible for discipline at the school site for a student who engages in ongoing misconduct, despite appropriate interventions.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Ingenium Schools campuses. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as CCS’s policy and procedures for student suspension and expulsion. It may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

CCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force.
that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent
damage to school property.

The campus administration shall ensure that students and their parents/guardians are notified in writing
upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and
Procedure document is always available on request at the principal’s office in the event that the original
is misplaced or otherwise unavailable.

Suspended students shall be excluded from all school and school-related activities unless otherwise
agreed during the period of suspension. The teacher of any class from which a pupil is suspended may
require the suspended pupil to complete any assignments and tests missed during the suspension.

A student identified as an individual with disabilities or for whom the campus has a basis of knowledge
of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004
(“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section
504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process
procedures applicable to general education students except when federal and state law mandates
additional or different procedures. The campus will follow all applicable federal and state laws when
imposing any form of discipline on a student identified as an individual with disabilities or for whom the
campus has a basis of knowledge of a suspected disability or who is otherwise qualified for such services
or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity
or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while
going to or coming from school; c) during the lunch period, whether on or off the school campus;
d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when the Principal determines that
the pupil failed to comply with the school’s policies or expectations regarding attendance, mutual
respect, sexual harassment, substance abuse, violence, safety or work habits. Offenses that could lead
to suspension include but are not limited to:

   a) Any of the acts listed in Education Code section 48900.

   b) Any other act or conduct that a principal determines is inconsistent with the school’s policies or
      behavioral expectations.

2. Discretionary Expellable Offenses: Students recommended for expulsion when a principal determines
that the pupil failed to comply with the school’s policies or expectations regarding attendance, mutual
respect, sexual harassment, substance abuse, violence, safety, or work habits. Offenses that could lead
to expulsion include but are not limited to:

   a) Any of the acts listed in Education Code section 48915(a).

   b) Any multiple of the acts listed in Education Code section 48900.

   c) Any other act or conduct that a principal determines is inconsistent with the school’s policies or
      behavioral expectations and should lead to expulsion.
3. Non-Discretionary Expellable Offenses: Students shall be suspended and recommended for expulsion for any of the following acts when a principal determines pursuant to the procedures below that the pupil possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object. These are the only acts for which recommendation of expulsion is mandatory.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension may be preceded, at a principal’s discretion, by a Suspension Conference conducted by a principal or a principal’s designee with the student and his or her parent. If a student is suspended without a Suspension Conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a Conference.

At the Suspension Conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

2. Notice to Parents/Guardians

At the time of the suspension, a principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension or more than 20 total school days per academic year. Upon a recommendation of expulsion by a principal, the pupil and the pupil’s guardian or representative will be invited to a Suspension Conference to determine if the suspension for the pupil should be extended pending a due process expulsion hearing. This determination will be made by a principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

Suspended students shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams.

D. Authority to Expel

The principal has the authority to recommend expulsion. Unless an appeal hearing is timely requested by the student’s parent, a principal’s recommendation is final and the expulsion is effectuated.

E. Expulsion Procedures

The parent(s) or guardian of a student shall have 30 days from issuance of a written notice of a principal’s recommendation for expulsion to file a written request for a due process appeal hearing to be presided over by the principal of a different Ingenium Schools campus (the “Hearing Officer”). Requests for a due process appeal hearing are to be directed to the principal of any of the Ingenium
Schools campuses now in operation (Barack Obama Charter School in Los Angeles, California, Ingenium Charter School in Canoga Park, California, Ingenium Charter Middle School in Canoga Park, California) or the principal of any schools that come into operation at a later date. If no appeal is requested, the expulsion becomes final as of the 11th day following a principal’s recommendation for expulsion.

The Hearing Officer shall hold an appeal hearing within 15 days of receipt of a timely request for an appeal of a principal’s recommendation for expulsion. During the hearing, the student shall have the right to representation, the right to present evidence, and the right to question Ingenium Schools’ representatives.

The principal or designee shall provide written notice of the hearing through certified mail at the last known address of the student’s parent/guardian at least ten calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date, time and place of the expulsion appeal hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school’s rules or policy which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered for the appeal at the hearing. The school secretary or Hearing Officer’s designee shall attend and prepare minutes of the proceeding, which shall become part of the record of the proceeding along with all written evidence or other material submitted to the Hearing Officer. The record of the hearing shall be maintained in a manner that allows a reasonably accurate and complete written transcription of the proceedings to be made. After considering the evidence, including testimony presented at the hearing, the Hearing Officer shall either (1) support a principal’s recommendation for expulsion, (2) reject that recommendation, or (3) modify that recommendation.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer may determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

G. Record of Hearing
A record of the hearing shall be made by minutes taken by the school secretary or Hearing Officer’s designee. The record of the hearing shall be maintained in a manner that allows a reasonably accurate and complete written transcription of the proceedings to be made.

**H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion appeal hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by a principal to expel must be supported by substantial evidence that the student committed an expellable offense. Substantial evidence is evidence that a reasonable person of sound mind would consider sufficient to support or deny the recommendation for expulsion. The Hearing Officer’s findings and determination shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The final decision by the Hearing Officer shall be made within ten school days following the conclusion of the appeal hearing. The decision of the Hearing Officer is final. If the Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

**I. Written Notice to Expel**

A principal or principal designee following a decision of the Hearing Officer to expel shall send written notice of the determination to expel, including the Hearing Officer’s findings of fact, to the student or parent/guardian. This notice shall be sent by certified mail to the last known address of the student’s parent/guardian and shall also include the following: notice of the specific offense committed by the student; and notice of the student’s or parent/guardian’s obligation to inform any new district or school in which the student seeks to enroll of the student’s status with the school. Written Notice shall also include the reinstatement eligibility review date, a copy of the student’s rehabilitation plan, the type of educational placement during the period of expulsion, and notice of appeal rights/procedures, if any and will sent within 10 school days of the decision.

A principal or designee shall send a copy of the written notice of the determination to expel to the LAUSD and the Ingenium Schools Board of Trustees.

**J. Disciplinary Records**

The campus shall maintain records of all student suspensions and expulsions at the campus. Such records shall be made available to LAUSD upon request.

**K. No Right to Appeal Hearing Officer Determination**

The Hearing Officer’s determination after the expulsion appeal hearing is final and unappealable.

**L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.
Element 11: Retirement Programs

RETIREMENT

Clemente Charter School teachers and certificated administrators shall be a part of the State Teachers’ Retirement System. Other employees shall be covered by Social Security. The Executive Director and the business services provider will work with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related work. Clemente Charter School will either use LACOE’s reporting system or a system compatible with LACOE.

Clemente Charter School will make any contribution that is legally required of the employer, including STRS, Social Security and unemployment insurance. All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and Clemente Charter School will contribute the employer’s portion required by STRS. All withholding from employees and Clemente Charter School will be forwarded to the STRS fund as required. Retirement reporting will be contracted out to a qualified service provider; however, the Executive Director will be responsible for ensuring that such retirement coverage is arranged. Clemente Charter School shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365.

Benefits

All employees at Clemente Charter School are at-will employees. The terms and conditions for employment at CCS will be reviewed in detail during the hiring process and offer of employment.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Clemente Charter School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees subject to the personnel policy of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with Clemente Charter School.

Staff Compensation and Benefits

The Board of Directors will adopt a policy for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Executive Director, based on the candidate’s experience and responsibilities.

Process for Staff Recruitment and Selection

To ensure selection of the highest quality staff, we will implement the following staff selection process:

- The Board of Directors will hire the Executive Director
- The Executive Director who will select the Principal, who in turn will engage all other staff.
- Posting of job openings (online, newspaper, through referrals, and email)
- Use of teacher recruitment agencies and career fairs
• Request of a resume, cover letter, and short essay responses
• Short introductory interview (in-person or by phone)
• Sample teaching lesson followed by debrief
• Extensive interview with multiple members of the school’s existing staff
• Offers of employment to the strongest candidates
• Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates

Monitoring Credentials

Clemente Charter School will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. The Clemente Charter School Office Manager or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the school and be readily available for inspection. Clemente Charter School will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Teachers of core content areas will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Vacation, Sick Time, Bereavement

Clemente Charter School will comply with all the regulations pursuant to California Educational Code 233. The Executive Director will set the school calendar (vacation, holiday, hours, sick time, bereavement) and the Board of Directors will approve each year.

Work Schedule

Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. Administrators and office staff will work a calendar year of 12 months. Clemente Charter School will adhere to all applicable requirements of the California Labor Code.

Termination

Clemente Charter School recognizes two reasons for termination:

• Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave or fails to report to work without notice to, or approval by, his or her supervisor.

• Involuntary Termination (Discharge). Involuntary termination occurs when Clemente Charter School chooses to discharge the employee.
Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

**Due Process for Resolving Complaints/Grievances**

Employees who have a complaint or wish to challenge disciplinary action termination taken by Clemente Charter School must use the following procedures.

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

(2) A Grievance Board shall be called, to be chaired by a designee of the Board of Directors. The Grievance Board is an ad hoc committee of the Board of Trustees, including trustees, parents, and teachers as members. A five-member grievance board shall meet within 35 days of receipt of Grievance. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board will be taken as a waiver of all rights under the grievance procedure. The Grievance Board decision is final and no further action is available under this grievance procedure. A written decision made by the Grievance 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 grievance board hearing, or as soon thereafter as is practical.

Grievance policy and due process is subject to revision by Clemente Charter School Board of Directors at any time.

**Element 12: Attendance Alternatives**

**Public School Attendance Alternatives**

No student may be required to attend Clemente Charter School. Students who reside within LAUSD who choose not to attend Clemente Charter School may attend school within LAUSD according to District policy or at another school district or school within the District through the District’s intra and inter-district policies.

The parent or guardian of each student enrolled in the charter school will be informed via written letter that the student has no right to admission in any school within a local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.
Pupils who choose not to attend Clemente Charter School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Element 13: Employee Rights

Employee Rights

Employment rights and benefits for employment at Clemente Charter School shall only be as specified in this Employment Agreement, Clemente Charter School’s charter, the Charter Schools Act, and Clemente Charter School’s personnel policies, which from time to time may be amended and modified by Clemente Charter School. Employment rights and benefits may be affected by other applicable agreements, directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with the Clemente Charter School.

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

Element 14: Dispute Resolution

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

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

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

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

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

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

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: Employer Status and Collective Bargaining

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

In accordance with this code, Clemente Charter School employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relationships with public school employers, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy.

Element 16: Procedures to be Used if the Charter School Closes

REVOCATION OF THE CHARTER

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

- Clemente Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Clemente Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Clemente Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Clemente Charter School 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 Clemente Charter School in writing of the specific violation, and give Clemente Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

CLOSURE ACTION

The decision to close Clemente Charter School, either by the governing board of Clemente Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Clemente Charter School votes to close Charter School; or the Charter lapses.
The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to [Charter School], including its nonprofit corporation and governing board.

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

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

1. The CSD, if the Closing Action is an act of Clemente Charter School Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in Clemente Charter School within 72 hours of the Closure Action. CCS shall simultaneously provide a copy of the written parent notification to the CSD.

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

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

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

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

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

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

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

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

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

In addition to the four required items above, notification of parents, guardians, and students shall also include:

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

Notification of employees and vendors shall include:

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

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**
Clemente Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

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

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

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

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

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

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

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

Financial Close-Out
After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible. Clemente Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:
1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. 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 Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Clemente Charter School shall retain sufficient staff, as deemed appropriate by the Ingenium Schools’ governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Ingenium Schools’ governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

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

CONCLUSION

By approving this charter, the Los Angeles Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and thus follow the directive of law to encourage the creation of Charter Schools. The Petitioners are committed to work independently yet cooperatively with LAUSD to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with LAUSD to answer any concerns over this document.
Appendix A:
Teacher Signatures
Appendix B:
School Calendar
Appendix C:  
Sample Scoring Guide and Capacity Matrix

<table>
<thead>
<tr>
<th>Strand: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurement Topic: Vocabulary and Concept Development</strong></td>
</tr>
<tr>
<td>ELA.07.01.03.V1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 4.0</th>
<th>In addition to Score 3.0, in-depth inferences and applications that goes beyond what was taught such as...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 3.5</td>
<td>In addition to Score 3.0 performance, in-depth inferences and applications with partial success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 3.0</th>
<th>While engaged in word study, the learner...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Clarify word meanings through the use of definition, example, restatement, or contrast.</td>
</tr>
</tbody>
</table>

The learner exhibits no major errors or omissions.

| Score 2.5 | No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes. |

<table>
<thead>
<tr>
<th>Score 2.0</th>
<th>There are no major errors or omissions regarding the simpler details and processes while the learner is...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• recognizing or recalling isolated details and performing basic processes such as...</td>
</tr>
<tr>
<td></td>
<td>o identifies the words that fit a specific purpose and audience</td>
</tr>
</tbody>
</table>

However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.

| Score 1.5 | Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures. |

<table>
<thead>
<tr>
<th>Score 1.0</th>
<th>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 0.5</td>
<td>With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.</td>
</tr>
</tbody>
</table>

| Score 0.0 | Even with help, no understanding or skill demonstrated. |


<table>
<thead>
<tr>
<th>Learning Target: Reading 1.3: Clarify word meanings through the use of definition, example, restatement or contrast</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>I need help.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partially Proficient</td>
<td>I learned the simple parts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>I learned the simple &amp; complex parts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>I can go beyond by showing it in a new way.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I know what definitions and examples are...
- I know what restatement is...
- I know what contrast is...
- I can pick out words that I don’t know while I’m reading...
- I know ways to clarify what words means when I’m reading...
- I can use my word attack skills to learn the meaning of words I don’t know...

Score 4 -
Appendix D:
Sample Unit Plans

Understanding By Design Unit Template

<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>“What Are Your Rights?”</th>
<th>Grade Level</th>
<th>4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>English Language Arts / Social Studies</td>
<td>Time Frame</td>
<td>3-4 weeks</td>
</tr>
<tr>
<td>Developed By</td>
<td>Katie Wolfe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identify Desired Results (Stage 1)

Content Standards

Grade 4 Common Core ELA:

Speaking and Listening 1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics, texts, building on others’ ideas and expressing their own clearly.

- a) Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b) Follow agreed-upon rules for discussions and carry out assigned roles.
- c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Grade 5 Common Core ELA:

Reading Informational Text 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Informational Text 5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Informational Text 5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing 5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses.
- d. Provide a concluding statement or section related to the opinion presented.
**Speaking and Listening 4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Grade 4 California State Standards:**

**Speaking and Listening 1.1:** Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

**Grade 5 California State Standards:**

**Reading Comprehension 2.4:** Draw inferences, conclusions, and generalizations about texts and support them with textual evidence and prior knowledge.

**Reading Comprehension 2.5:** Distinguish facts, supported inferences, and opinions in text.

**Writing 2.4:** Write persuasive letters/compositions.

- a. State a clear position in support of a proposal
- b. Support position with relevant evidence
- c. Follow simple organizational pattern
- d. Address reader concerns

**Speaking and Listening 1.5:** Clarify and support ideas with evidence and examples.

**History-Social Science Content Standards for California**

**5.7.2:** Explain the significance of the new Constitution of 1787; including the struggles over its ratification and the reasons for the addition of the Bill of Rights.

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overarching Understanding</strong></td>
<td><strong>Overarching</strong></td>
</tr>
<tr>
<td>Students will understand how gathering various sources of information helps to form opinions and make decisions.</td>
<td>How can opinion writing be used to incur change?</td>
</tr>
<tr>
<td>Students will understand the purpose for creating the original Bill of Rights and its application to today’s student rights.</td>
<td>Should there be a Student Bill of Rights? How, and by whom, would it be created?</td>
</tr>
<tr>
<td>Students will understand how to write clear opinion pieces using textual evidence as support.</td>
<td>What is the difference between a right and a</td>
</tr>
</tbody>
</table>
### Related Misconceptions

Students may have some misunderstanding between the concepts of “rights” and “responsibilities” when connecting the Bill of Rights to the rights of students and citizens today.

Students may have difficulty deciphering between opinion and inference. Students in 4th and 5th grade may require scaffolding in this area.

### Knowledge

Students will know...

- Students will know the rights of US citizens.

- Students will know how persuasive/opinion writing is structured.

- Students will know how to properly use evidence from a text in their writing.

- Students will know the democratic process for accepting a bill.

- Students will know how to participate in an in-

### Skills

Students will be able to...

- Students will be able to write an opinion piece that:
  - organizes ideas clearly
  - introduces a topic/states an opinion
  - provides conclusions
  - addresses opposite points of view or readers’ questions through counter arguments.

- Students will be able to quote accurately from text.

- Students will be able to support reasons with evidence from text.
Students will be able to participate in class discussions and debates.

Students will be able to use strategies for reading more complex informational text.

Students will be able to answer text-dependent questions.

Students will be able to defend their proposal in a debate format.

Assessment Evidence (Stage 2)

Performance Task Description

Goal
Your task is to use textual evidence to write an opinion piece on the topic of student rights. After obtaining information on three perspective student rights, your task is to provide textual evidence and support for your argument of why or why not one of the rights should be added to the Student Bill of Rights previously created in class.

Role
Your job is to write a persuasive essay in which you will present your opinion of a right that is to be extended to students, and explain why this right would be beneficial. Your role is as lawyer/politician, writing up potential bills to be passed by your class (congress). As a lawyer/politician, you are also responsible for convincing others in a debate format and through speaking skills.

Audience
You need to convince your peers and the school community of a right that should be included in the Student Bill of Rights.

Situation
The challenge involves proposing an addition to a Student Bill of Rights with a clearly structured opinion piece that utilizes textual citing and facts.

<table>
<thead>
<tr>
<th>Product/Performance</th>
<th>IDEAS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>-Support claim with clear reasons,</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Use relevant evidence</td>
<td>Use credible sources</td>
</tr>
<tr>
<td>-Provide reasons with facts and details</td>
<td>-Provide reasons with facts and details</td>
</tr>
<tr>
<td>-Quote accurately from a text</td>
<td>-Quote accurately from a text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CONVENTIONS</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Use words, phrases, and clauses to clarify the relationships among the claim and reasons</td>
<td>Use words, phrases, and clauses to clarify the relationships among the claim and reasons</td>
<td>Use words, phrases, and clauses to clarify the relationships among the claim and reasons</td>
<td>Use linking words and phrases to connect opinion and reasons</td>
</tr>
<tr>
<td>-Establish and maintain a formal style</td>
<td>-Establish and maintain a formal style</td>
<td>-Establish and maintain a formal style</td>
<td>-Use few conventions of written English</td>
</tr>
<tr>
<td>-Use conventions of written English consistently</td>
<td>-Use conventions of written English consistently</td>
<td>-Use conventions of written English consistently</td>
<td>-Use conventions of written English consistently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SOCIAL STUDIES CONTENT</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the topic through writing an essay that strongly focuses on a classroom, school, or community issue in which a right is selected from the 3 options to be added to a Student Bill of Rights</td>
<td>Demonstrate an understanding of the topic through writing an essay that strongly focuses on a classroom, school, or community issue in which a right is selected from the 3 options to be added to a Student Bill of Rights</td>
<td>Demonstrate an understanding of the topic through writing an essay that strongly focuses on a classroom, school, or community issue in which a right is selected from the 3 options to be added to a Student Bill of Rights</td>
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</tr>
<tr>
<td>-The essay focuses on a classroom, school, or community issue in which a right is selected from the 3 options to be added to a Student Bill of Rights</td>
<td>-The essay focuses on a classroom, school, or community issue in which a right is selected from the 3 options to be added to a Student Bill of Rights</td>
<td>-The essay focuses on a classroom, school, or community issue in which a right is selected from the 3 options to be added to a Student Bill of Rights</td>
<td>-A right is not selected from the 3 options to be added to a Student Bill of Rights</td>
</tr>
</tbody>
</table>
## Standards

Your product must meet the Reading Informational Texts Common Core Standard 5.1 (CA 5th Grade Reading Comprehension 2.4) as well as the Writing Common Core Standard 5.1 (CA 5th Grade Writing 2.4)

## Other Evidence

- Quick-write and/or role-play sketch regarding Bill of Rights (student choice)
- Group debates on rights topics and group opinion writing pieces
- Graphic organizers (T-Charts) citing textual evidence in support/against each of the 3 proposed rights

## Learning Plan (Stage 3)

<table>
<thead>
<tr>
<th>Where are your students headed? Where have they been? How will you make sure the students know where they are going?</th>
<th>The goal is for students to use critical thinking skills in a discussion of the Bill of Rights and its application to today’s student rights. Students will construct their own opinions after analyzing various informational texts on the same topic. Students will use textual evidence/citations to support their reasoning in a clearly structured opinion essay. Students will have previously had experience with opinion writing structure and informational text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you hook students at the beginning of the unit?</td>
<td>Four Corner Opinion Game:</td>
</tr>
<tr>
<td></td>
<td>- Students help to generate a list of opinion statements that are centered around the topic of “What do you think would benefit our school, community or the world?” (Ex: “I think all stores should ban plastic bags.”)</td>
</tr>
<tr>
<td></td>
<td>- Corners in the room are designated as “Yes” “No” “I don’t know” “Maybe”</td>
</tr>
<tr>
<td></td>
<td>- When statements are called out, students choose a corner to go to in the room.</td>
</tr>
<tr>
<td></td>
<td>- Discussion centered around: making decisions, being able to argue a position, choosing a topic for a persuasive paper</td>
</tr>
<tr>
<td>What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</td>
<td>Students will engage in multiple discussion formats throughout the unit (partner, small group, and whole group); including debate formats in regards to the amendments and proposed student rights. In addition, students will engage in close readings of the Bill of Rights, an abridged version of the Bill of Rights, and additional material brought in for discussion (articles discussing student rights). Students will also be asked to research current student rights and form their opinions through various writing formats.</td>
</tr>
</tbody>
</table>
Students will generate a Student Bill of Rights as a classroom through a democratic process (i.e. students write the bills, bills go through majority votes).

**How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?**

Students will be working on developing their own KWL charts in regards to the Bill of Rights. Students will be using graphic organizers to compare/contrast opinions in articles as well as their own arguments in regards to the Bill of Rights and proposed student rights. Class discussions as well as small group and partner activities will be held to reflect on close readings of the Bill of Rights and additional articles. Throughout the writing process students will be involved in peer editing, teacher conferences, and group writing.

**How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?**

Students will be aware of the performance task piece from the start of the unit. Students will also be given the rubric and the requirements for the final piece from the beginning of the unit. The rubric will be discussed as a class so that students can make goals for their writing throughout this unit. Students will also participate in speaking debates and working in groups to write opinion papers throughout the unit. When going through the process to develop a Student Bill of Rights, students will exhibit their work on its creation to the school community.

**How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?**

For struggling writers and English language learners who require additional scaffolding, graphic organizers are available to support the writing process and provide a structural model. Lower level readers and ELLs who need with help in reading may also benefit from close reading of the informational text in a small group with the teacher. More advanced students may benefit from choosing their own student right to research and support in addition to the 3 proposed by the final performance task. For students that may be unmotivated or disengaged, teacher conferences and discussions around their interests in student rights may result in their own personal research interests.

**How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?**

**WEEK 1**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Corner Opinion</td>
<td>-KWL: Bill of Rights</td>
<td>-Revisit KWL</td>
<td>-Reread Bill of Rights</td>
<td>Assessmen</td>
</tr>
<tr>
<td>Game: Intro to opinion</td>
<td>(What Do You Know?)</td>
<td>-Close Reading: Original Bill</td>
<td>and Abridged Bill of</td>
<td>t Choice:</td>
</tr>
<tr>
<td></td>
<td>-Close</td>
<td></td>
<td></td>
<td>-Describe a situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>where</td>
</tr>
</tbody>
</table>

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**Writing** (students choose 1 of the statements they were passionate about and write 3 supporting statements & a concluding sentence)

- Reading: "Democracy Is..." article
- T-Chart of rights vs. responsibilities
- Textual Evidence Questions

| Rights of Rights (frontloading: think-pair-share, videos) |
| Discuss formats for vocabulary |
| Match scenarios to amendments |

| Rights |
| - Apply rights to current events |
| - Revisit KWL |
| - Prepare for assessment piece |

**WEEK 2**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student research on rights of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Compare student rights to Bill of Rights |
| - Students sort research results by interest and importance (personal choice) |
- Students form groups to create their own bills for the class. |
| - Students write initial opinion pieces in groups on their proposed rights (bills) |
| - Student groups go through the writing process for each bill |
| - Students present bills and complete work on their group papers. |
| - Students complete presentations of their bills and students hold votes for each bill of whether it should be added to the Student Bill of Rights. |

**WEEK 3**
Monday  
- Completion of Student Bill of Rights through democratic process.

Tuesday  
- Performance Task Rubric explained in more detail with students.
- Student investment in Performance Task.
- Task 1 of Performance Task (students introduced to 1st proposed right).

Wednesday  
- Task 2 of Performance Task (students introduced to 2nd proposed right).

Thursday  
- Task 3 (students introduced to 3rd proposed right).

Friday  
- FINAL Performance Task:
  Students write an opinion piece on which right should be added to the Student Bill of Rights in our classroom using textual evidence from previous pieces as well as the 3 articles presented this week.

While laid out as a 3-week unit, this unit may take longer due to student research opportunities and the potential for elaborating on the democratic process as well as student presentations.


ISBN # 0-87120-313-8 (ppk)
Title of Unit | 4 & 5 Volume, Area, and Perimeter | Grade Level | 4 & 5
---|---|---|---
Curriculum Area | Math | Time Frame | 2 weeks
Developed By | Anthony Graham

Identify Desired Results (Stage 1)

Content Standards

Common Core

Grade 4
Measurement and Data Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Measurement and Data 4.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Grade 5
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Measurement and Data 5.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

b. A solid figure, which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
**Measurement and Data 5.5:** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

b. Apply the formulas \( V = l \times w \times h \) and \( V = b \times h \) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

**Related California State Standards**

(Measurement and Geometry 4th) 1.4 I can use formulas to calculate the perimeters and areas of rectangles and use the formulas when the rectangle is part of a more complex figure.

(Measurement and Geometry 5th) 1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm\(^3\)], cubic meter [m\(^3\)], cubic inch [in\(^3\)], cubic yard [yd\(^3\)]) to compute the volume of rectangular solids

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overarching Understanding</strong></td>
<td><strong>Overarching</strong></td>
</tr>
<tr>
<td>Students will need to specifically understand the following:</td>
<td>Topical</td>
</tr>
<tr>
<td>• The formula for area and perimeter of rectangles, and when to apply them in</td>
<td>Questions in this unit that may spark debate or inquiry, and that are open-ended in</td>
</tr>
<tr>
<td>real world and mathematical situations.</td>
<td>nature should include, but are not limited to:</td>
</tr>
<tr>
<td>• A cube with side length of 1 has a cubic volume of 1, or one cubic unit.</td>
<td>1. What are the differences between two-dimensional shapes, and three-dimensional</td>
</tr>
<tr>
<td>• A solid figure that can be filled without overlap or gaps using ( n ) unit</td>
<td></td>
</tr>
<tr>
<td>cubes has a volume of ( n ) cubic units.</td>
<td>2. How do you figure out the</td>
</tr>
<tr>
<td>• A right rectangular prism’s volume can be found both by packing it with unit</td>
<td></td>
</tr>
<tr>
<td>cubes, AND by multiplying the three edge lengths.</td>
<td></td>
</tr>
<tr>
<td>• Apply the formula ( V = l \times w \times h ) in the context</td>
<td></td>
</tr>
</tbody>
</table>
• The volume of two non-overlapping right rectangular prisms put together can be found by adding the volume of the non-overlapping parts of the individual solid figures.

In addition, students should make inferences based on or related to:

• Volume is essentially how many units can fit into a three-dimensional figure.
• Area is essentially how much space fits inside a two-dimensional figure.
• Perimeter is essentially how long the edges of a two-dimensional figure are.
• Volume, area, and perimeter can be seen in everyday life (is our football field big enough for a game, how much water can a bath tub hold, how much feet of material would I need to redo my carpet, etc.)

Related Misconceptions

Possible misconceptions students may stumble into include:

• Forgetting that right rectangular prisms with overlapping parts can’t simply be added together to find total volume.
• Mixing up area with perimeter and vice versa.
• Forgetting to multiply all three edges when shapes? What are the similarities?
2. Have you ever tried to pack a box, or fill a container with too much of something? How did you figure out the right amount to put in?
3. How is it that all football fields in the NFL are just the same size? How is it that all basketball courts in the NBA are just the same size? How do the people in charge guarantee this? Is it important for them to be the same size?
4. What do you know about formulas? And how are they helpful?
5. Why is it useful to know how long and wide something is? Or how much space there is inside? Can you think of examples of when this is very important knowledge?
6. What are the formulas for the area and perimeter of a rectangle?
7. What are cubic units?
8. What is the volume of two rectangular prisms put together?
calculating volume.
- Confusing area for volume and vice versa.
- Thinking that unit cubes represent more than one cubic unit.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know...</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>Students will know what perimeter and area mean in mathematics and real life situations.</td>
<td>Students will be able to calculate area by multiplying length by width and perimeter by adding together the sides for rectangles in mathematical and real life contexts.</td>
</tr>
<tr>
<td>Students will know what volume means in mathematics and real life situations.</td>
<td>Students will be able to calculate volume by multiplying the three straight edges for right rectangular prisms in mathematical and real life contexts.</td>
</tr>
<tr>
<td>Students will know what the formulas for perimeter, area, and volume are, and how to express them algebraically ($V=lwxh$).</td>
<td>Students will be able to add the volume of two non-overlapping right rectangular prisms together to get the total volume.</td>
</tr>
<tr>
<td>Students will know how to explain what cubic units are, and how unit cubes are used.</td>
<td>Students will be able to fill a three-dimensional prism with unit cubes, track how many cubes there are in the figure, and calculate its volume.</td>
</tr>
<tr>
<td>Students will know the volume of two right rectangular prisms put together is the sum of their volumes with no overlapping parts.</td>
<td>Students will be able to create their own two-dimensional and three-dimensional shapes, with accurate and appropriate areas, perimeters, and volumes, in mathematical and real life contexts.</td>
</tr>
</tbody>
</table>

**Assessment Evidence (Stage 2)**

**Performance Task Description**

**Goal**
Your task is to design your own school building with two floors, a yard for play, and an area for the cafeteria. Although the drawings don’t have to be perfect, they do have to fairly represent your design and reflect that time and care were put into them. You must correctly label the edges of your two-floor school building, as well
as accurately calculate its volume. You must also correctly label the widths and lengths of the play yard and cafeteria, as well as calculate their perimeter and areas. The school must be made of two non-overlapping right rectangular prisms, and the yard and cafeteria must be made of rectangles.

**Role**

You are an architect hired by the school. You have a lot of creative freedom in your designs, but you can’t make a school that is too outrageously small or big. Although no initial restrictions will be given on size, if students go to small or to big, the teacher will use it as a teaching moment to guide them to more reasonable dimensions.

**Audience**

The target audience is your fellow classmates, your teacher, and the administration. You need to come up with the most attractive, practical design plan without making errors so that we will fund the creation of your school.

**Situation**

In this context you will find yourself faced with a few challenges. You will need to design a school that doesn’t seem too big or too small by using appropriate units of measurement and reasonable numbers. You will have to create and calculate areas and perimeters for your yard and cafeteria that match up with the lengths and widths you select. You will have to put two three-dimensional right rectangular prisms on top of one another with no overlap for the school building. You must calculate their volume individually, and together as a total. These volume calculations must match up with the length, width and height you have selected for these figures. Please present your design as a drawing, with all the appropriate labels and measurements, while attaching your math work on a separate piece of paper.

**Product/Performance**

Use the following rubric to create the most successful product possible:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Finished product is missing a visual representation of the school design including a two-story building made of two rectangular prisms put</td>
<td>• Finished product includes a visual representation of the school design including a two-story building made of two rectangular prisms put</td>
<td>• Finished product includes a visual representation of the school design including a two-story building made of two rectangular prisms put</td>
<td>• Finished product includes a visual representation of the school design including a two-story building made of two rectangular prisms put</td>
</tr>
</tbody>
</table>
• Finished product is missing a visual representation of the school design including a playground made of a rectangle.

• Finished product does not have the length, width, and height of the school building’s two floors clearly labeled with appropriate units of measurement.

• Finished product has the length, width, and height of the school building’s two floors clearly labeled with appropriate units of measurement.
• Finished product does not have the length and width of the cafeteria and play yard clearly labeled with appropriate units of measurement.
• Finished product has the length and width of the cafeteria and play yard clearly labeled with appropriate units of measurement.
• Finished product may not have correctly calculated perimeter and area for the yard and cafeteria, with work shown on a separate piece of paper.
• Finished product has correctly calculated the individual volumes of the first and second floor of the school building, with work shown on a separate piece of paper.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Make sure your finished product includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>building, with little or no work shown on a separate piece of paper.</td>
</tr>
<tr>
<td></td>
<td>Finished product has an incorrectly calculated total volume for the entire school building, with work shown on a separate piece of paper.</td>
</tr>
<tr>
<td></td>
<td>Correct units of measurement are not displayed on any labels or final answers and calculations.</td>
</tr>
<tr>
<td></td>
<td>Finished product messy and rushed.</td>
</tr>
<tr>
<td></td>
<td>paper. Finished product has a correctly calculated total volume for the entire school building, with work shown on a separate piece of paper.</td>
</tr>
<tr>
<td></td>
<td>Correct units of measurement are displayed on all labels and all final answers and calculations, with only one or two minimal errors.</td>
</tr>
<tr>
<td></td>
<td>Finished product is neat and presented with care. Time was clearly spent putting it together.</td>
</tr>
<tr>
<td></td>
<td>Finished product can be used to show how to be successful in this process.</td>
</tr>
</tbody>
</table>
- A two-story school building made of two rectangular prisms put together.
- A yard made of a rectangle.
- A cafeteria made of a rectangle.
- Widths, Lengths and Heights properly labeled with appropriate units of measurement.
- Accurately calculated area and perimeter for the yard (work shown on a separate piece of paper).
- Accurately calculated area and perimeter for the cafeteria (work shown on a separate piece of paper).
- Accurately calculated Volume for the first floor of the school (work shown on a separate piece of paper).
- Accurately calculated Volume for the second floor of the school (work shown on a separate piece of paper).
- Accurately calculated total Volume for both floors of the school (work shown on a separate piece of paper).
- Neat and legible work

**Other Evidence**

- Quiz on perimeter, area, volume
- Earn Class Credit (credit line used to buy prizes or favors) or Exit tickets by doing an activity that has the students create the dimensions of a fish tank that need to hold three different groups of fish: The small yellow fish, the average red fish, and the large blue fish.
- Center work (perimeter center, area center, volume center, unit cube center, and non-overlapping right rectangular prisms center)
- Morning Warm-Up (CST or Smarter Balanced based)
- Informal assessment during small group time
- Alternative Performance Task: Rather than make a school, the students can create a building or landscape that caters more to their particular interests: a football field next to a gym, a personal mansion with a backyard and pool, or a new mall or store with a parking lot.
- Alternative Performance Task: If architectural themed work in general disturbs them, they can always turn the scale way down. Design: tanks and play pens for fish and puppies, stables and pens for horses and cattle, so long as area, perimeter and volume are appropriately explored.

**Learning Plan (Stage 3)**

<table>
<thead>
<tr>
<th>Where are your students headed?</th>
<th>Where have they been? How will you</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning goals for the students are as follows:</td>
<td></td>
</tr>
</tbody>
</table>
| - Know the mathematical definitions of length, width,
| make sure the students know where they are going? | height, perimeter, area, volume, unit cube, and cubic unit.  
• Be able to create two rectangles with a width and length, and then calculate the area and perimeter for the rectangles.  
• Be able to create two right rectangular prisms with a width, length, and height, and then calculate the volume the prisms.  
• Add the volume of the two non-overlapping prisms together to get the total volume of the entire structure put together  
• Use Measurement and Data formulas effectively.  
• Label edges, measurements, and calculations with appropriate units.  

They are learning this content because area, perimeter, and volume are the first major baby steps into learning higher-level geometry. These skills are important, not just for architects or mathematicians, but for any person who needs to have a firm grasp of space, and spatial relations – whether it’s for packing a moving truck, building a shelf that will actually fit in your tiny room, or any various day-to-day mental processes involving perimeter, area, or volume.  

To achieve their goals they will be required to tackle multiple assessments, from the final performance task, to the work at their centers, and designing their own school.  

| How will you hook students at the beginning of the unit? | The students will be engaged with the Overarching Essential Questions or Big Ideas through an initial engagement piece that will revolve heavily around architecture. The engagement piece will be a multiple-step demonstration:  
1. Students will be shown famous landmarks from around the world.  
2. We will discuss the scale, size, and majesty of these landmarks.  
3. I will ask, and clarify, on what an Architect is.  
4. Volume, Area, and Perimeter will be introduced.  
5. We will guess the area, perimeter, and volume of multiple landmarks.  
6. We will measure the area, perimeter and volume of the classroom.  
7. We will revisit our guesses on the landmark dimensions, and see if they make sense in comparison |
From a young age, children like to play with blocks. There is an inherent desire to build, plan, and create. I will try to tap into that desire and personalize it for them, asking the EQs along the way to guide them. Measurement and Data is a lot more fun than its name might imply.

<table>
<thead>
<tr>
<th>What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</th>
<th>Several events will help the students experience and explore these big ideas and questions, OTHER than instruction. Such events that will equip my students with the necessary skills and knowledge include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fun with Unit Cubes: The students will be given small plastic containers in the shape of rectangular prisms. They will also be given small foam unit cubes. The unit cubes have straight edges of 1 inch long. By carefully filling the containers with unit cubes, they can count how many it takes to perfectly fill the container and come to the volume of that shape in cubic units. After this very hands-on approach, they can use a ruler to measure the height, length, and width of the containers to use $V=wlh$. Both ways to calculate the volume of the plastic containers should yield (near) identical results.</td>
<td></td>
</tr>
<tr>
<td>2. Data and Measurement Centers: After the pre-assessment students will use a sort of “passport” to visit multiple centers. If they did particularly well in a certain area in the pre-assessment, their passport will already be stamped in that section. If they did not perform well they will have to show evidence of thought in their center journals to get their passports stamped. Centers will have activities ranging from finding the area, perimeter, and volume of different items to combining two non-overlapping rectangular prisms to find a total of both shapes put together, to using unit cubes again.</td>
<td></td>
</tr>
<tr>
<td>3. The Human Box: This is a memorable and engaging activity that requires three volunteers, a yardstick, and some imagination. Basically you have two students lay on the floor at a right angle, feet-to-feet. These two students are the width and length of a shape. You can then add a student standing up straight next to their feet to act as the height of the shape. Using a yardstick, and multiple volunteers you can measure the area, perimeter or volume of several imaginary shapes.</td>
<td></td>
</tr>
</tbody>
</table>

| How will you cause students to reflect and rethink? How will you guide them | Students will be given multiple opportunities to reflect, rethink, and/or rehearse, revise, and refine. Such |
in rehearsing, revising, and refining their work?

opportunities will include:

1. Pre-Assessment review: I will share the students’ pre-assessments with them and allow them the chance to reflect on any obvious weaknesses. I will assign group leaders to help review and refine their previous work, as well as go over any questions they might have.

2. Pair Evaluation: In most activities where appropriate, students must get the opinion and seek the advice of their table partner(s). In doing this, they may be able to get inspiration in the form of ideas they didn’t consider, or suggestions to make necessary revisions.

3. Student Work Model Elections: At the end of assessments students will confer with their entire corner, or table. They will discuss what makes the best, finished product and then carefully analyze each other’s work to vote on who had the best student work model. Then, each corner will make the case for their representative’s work to be the best in class. In doing this, students get to share their work – and those who don’t have the strongest examples can see what it takes to get there.

How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?

To evaluate their skills throughout the unit, and set future goals, students will be given multiple chances to self evaluate throughout the unit. Opportunities include:

1. Students will participate in daily warm-ups as the week goes on. Their performance on the warm-ups should reflect their progress throughout the week.

2. Students will use mini-whiteboards to answer, share, and get immediate feedback on skill checking questions.

3. Students will be able to use spare time to participate and even lead tutor groups that are split into four groups. Students will classify themselves as...
   a. Bears – Need one-on-one assistance and guidance. Require lots of help.
   b. Tigers – Can solve most problems on their own with minimal or no assistance.
   c. Lions – Can create creative ways to demonstrate knowledge, provide some assistance to others, and solve problems on their own.
   d. Alphas – Can do as much as Lions, but have leadership skills and can essentially teach the material to other students.

How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without

To make this learning plan flexible and engaging to students of all learning types I will have to do multiple things to individualize their learning:

1. Use Pre-Assessment and the students’ ability to self-evaluate to place them in appropriate levels for tutor...
<table>
<thead>
<tr>
<th>How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>Pre-Assessment and engagement piece</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>Midway-Assessment Quiz</td>
</tr>
</tbody>
</table>

compromising the goals of the unit?

2. Use Pre-Assessment results and the “Math Passports“ to guide their time efficiently during centers.
3. Stimulate creativity and appeal to different types of learning through creating multiple visual representations of answers to problems situations, use manipulatives such as unit cubes, engage in games via the Smart Board and in the Human Box activity.
4. Give the students multiple opportunities to share, revise, vote, and be a part of several decision-making processes.

Since this is a two-week unit, it makes sense to organize the learning activities throughout the course of ten school days.
Understanding By Design Unit Template

<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>My Favorite Book</th>
<th>Grade Level</th>
<th>Kindergarten/1st Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>English Language</td>
<td>Time Frame</td>
<td>1 - 2 weeks</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developed By</td>
<td>Jennifer Ramirez</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identify Desired Results (Stage 1)

**Content Standards**

**Common Core:**

**Kindergarten** - Writing 1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

**1st Grade** – Writing 1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**California State Standards:**

**Kindergarten** - Writing 1.1: Use letters and phonetically spell words to write about experiences, stories, people, objects, or events.

**1st Grade** – Reading 3.3: Recollect, talk, and write about books read during the school year.

**Understandings**

- Students will understand what an opinion is and how to express theirs using evidence and details through

**Essential Questions**

- What is my favorite book?
- How can I find the title of a book?
writing and speaking.

Students in Level 1 should know what a topic is and what closure is.

Students should be able to infer that everyone has a different opinion because they have different feelings and life experiences, but that all opinions should be respected and heard.

<table>
<thead>
<tr>
<th>Related Misconceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>When speaking and writing about their opinions, students may focus solely on their feelings instead of gathering specific evidence from the text and pictures from the books to support their opinions and feelings (i.e., “I like Charlotte because she was very nice to Wilbur and helped him a lot”).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know...</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>Students will know what these vocabulary terms mean:</td>
<td>Students will be able to identify whether or not they like a book and why through speaking and some form of writing (in Kindergarten the focus will be on labeling and writing at least one sentence, in Level 1 the focus will be on writing at least 3 sentences with a topic sentence and concluding sentence).</td>
</tr>
</tbody>
</table>

**title**: the name of a book
<table>
<thead>
<tr>
<th><strong>topic:</strong> what a non-fiction book or text is about</th>
<th>Students will be able to communicate their opinions via speaking and writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>opinion:</strong> what you think or feel about something</td>
<td>Students will be able to identify details from a text and pictures to support their opinion.</td>
</tr>
<tr>
<td><strong>main idea:</strong> the most important idea; what your writing or speech was about</td>
<td>Students will be able to be respectful of other people’s opinions, even if they contradict their own.</td>
</tr>
<tr>
<td><strong>closure:</strong> restating your main idea at the end of writing or speaking</td>
<td>Level 1 students will be able to write a topic sentence and closing sentence.</td>
</tr>
<tr>
<td><strong>evidence:</strong> using details and ideas in writing and speaking to help people to better understand the reason for your opinion and ideas</td>
<td></td>
</tr>
<tr>
<td><strong>respectful listening:</strong> listening to other opinions and being OK with knowing that it is not the same as your opinion; not arguing with different opinions</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Evidence (Stage 2)

#### Performance Task Description

<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th>Your task is to choose and present your favorite book through a combination of speaking and writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role</strong></td>
<td>You are discussing your favorite book for Reading Rainbow through either an online video (Kindergarten) and/or a blog (Level 1) using <a href="http://kidblog.org">http://kidblog.org</a> or another online blogging site.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>You need to convince your fellow classmates that your book is worth a read.</td>
</tr>
<tr>
<td><strong>Situation</strong></td>
<td>The challenge involves dealing with people who have differing opinions about your book and who have different favorite books.</td>
</tr>
<tr>
<td><strong>Product/Performance</strong></td>
<td>You will create an engaging presentation with writing included (For Kindergarten students, there should be some form of writing including writing the title, their name, labeling, etc. For Level 1 students, a paragraph with a minimum of 4 sentences including an introduction and conclusion are also required.) in order to gather appreciation for your favorite book. You will work together with your class to create a rubric using <a href="http://rubistar.4teachers.org">http://rubistar.4teachers.org</a> to judge how interesting and convincing your written and/or spoken presentation is. Here are two examples of rubrics for similar types of presentations for graded category ideas: K: Oral Presentation and Level 1: Writing. Rubrics will be created for each level after unpacking each of the assigned standards. Kindergarten students will present their ideas through video, but can use visual presentations including “a combination of drawing, dictating, and writing” during their video including poster, dioramas with labeled pictures, advertisement/commercial, acting out favorite parts of the book, etc. Level 1 students must create a blog in order to meet the writing requirements, but may also create a video presentation similar to the Kindergarten outline or present their blog in person if they so choose.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>If you are successful, your classmates will score you as proficient or advanced in your presentation, and they will be more interested in reading or re-reading your book of choice.</td>
</tr>
</tbody>
</table>

**Other Evidence**

Written work included in presentation, drawings, inclusion of evidence from books to support opinions

**Learning Plan (Stage 3)**

| Where are your students headed? Where have they been? How will you | Before this unit, students should have already had experience writing full sentences using their Word Wall Words. It is important for students to identify their own opinions, but to also know that opinions vary and that they should be respectful of different ideas. They should be able to express these |

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<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>make sure the students know where they are going?</strong></td>
<td>opinions verbally and in a written format. In Level 1, students are also including an introduction and a conclusion in their writing. The class-created rubric and a checklist will help guide them.</td>
</tr>
<tr>
<td><strong>How will you hook students at the beginning of the unit?</strong></td>
<td>Students will be introduced to “Reading Rainbow” through YouTube video clips. Here is a clip of a book reviewers from the show. We will also watch and discuss current commercials the students might see on TV and discuss the opinions presented in those. <a href="http://www.youtube.com/watch?v=Gj6QOMezBjg&amp;list=PLvgvWWGp6PY3TkE0FOXIGLYnDjLm6Wzqu">http://www.youtube.com/watch?v=Gj6QOMezBjg&amp;list=PLvgvWWGp6PY3TkE0FOXIGLYnDjLm6Wzqu</a>. We will watch at least one specific example of a kindergartner reviewing a book at <a href="http://www.youtube.com/watch?v=Ow0AR46vb5Y">http://www.youtube.com/watch?v=Ow0AR46vb5Y</a> and others from “solanolibrary” YouTube channel.</td>
</tr>
<tr>
<td><strong>What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</strong></td>
<td>We will research outside book reviews online in order to gather more information and details for how the job is done. A good jumping off point that can link us to various book review sites by kids for kids is <a href="http://www.slimekids.com/book-reviews/">http://www.slimekids.com/book-reviews/</a>. Written reviews by kids can be found on <a href="http://www.spaghettibookclub.org">www.spaghettibookclub.org</a>.</td>
</tr>
<tr>
<td><strong>How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</strong></td>
<td>After each presentation, students will be scored by their classmates using the class-created rubric. Each presentation will also be filmed. These scores along with the video will be discussed individually with the teacher in order to identify strengths and opportunities for improvement so that future presentations will be even better.</td>
</tr>
<tr>
<td><strong>How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?</strong></td>
<td>I will model a presentation and writing sample to the students of one of my favorite books from the ones we have read. Afterwards, we will discuss how they felt about the presentation and whether or not they agree with my opinion. This model will help students gather ideas to create a rubric. They will check their work using the class-created rubric, review their work with the teacher by watching video of their presentation, then create speaking and writing goals based on their results.</td>
</tr>
<tr>
<td><strong>How will you tailor and otherwise personalize</strong></td>
<td>This unit addresses various learning styles: visual through pictures and drawings used in the presentation, auditory through oral presentation, and</td>
</tr>
<tr>
<td>the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</td>
<td>kinesthetic through presenting in front of classmates. The assignment is scaffolded based on level with more written requirements for Level 1 than in Kindergarten including a topic sentence and concluding sentence for closure. The task itself is personalized since each student chooses his or her own book, although students have the option of working in pairs or small groups with other students who may have chosen the same favorite.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students? | All students will be presenting using a combination of speaking, drawing, and writing. However, Level 1 students will focus more intensively on writing than the Kindergartners. They will be required to write at least a 3 sentence paragraph in order to include the introduction and closing. In order to put as little pressure on the Kindergartners as possible, their writing will be scaffolded. Students who have limited writing ability may choose to simply label pictures or copy words like the title of the book, author’s, and illustrator’s names instead of writing full sentences.  

This will be the sequence of our unit lessons:  
1. Reviewing books we have read through the year  
2. Choosing a favorite  
3. Why is it my favorite and why should other people read it?  
4. Expressing my opinion through speaking  
5. Expressing my opinion through drawing  
6. Expressing my opinion through writing  
   *(additional focus for Level 1 on writing a topic sentence and conclusion)*  
7. What makes for a good presentation involving speaking, drawing, and writing?  
7. Putting it all together to create a presentation  

There will be plenty of modeling at the beginning of the unit to ensure student understanding of the task at hand. The rubric will be created as a whole class in conjunction with a checklist so that students can make sure that every part of the assignment has been completed before the
presentation day. Students will have a few days to work on their assignment, and I will be checking in with progress every day. They will also have a day before the presentation day to rehearse with a small group and receive feedback in order to be as prepared as possible for filming.


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Appendix E:
Personnel Handbook
It is the policy of Ingenium Schools that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that Ingenium Schools may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of Ingenium Schools, you may file this form with a Principal, the Executive Director, or the Board President.

Please review Ingenium Schools’ policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

Ingenium Schools will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, Ingenium Schools will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, Ingenium Schools will need to disclose portions of your factual allegations to potential witnesses including anyone you have identified as having knowledge of the facts on which you are basing your complaint as well as the alleged harasser.

In signing this form below, you authorize Ingenium Schools to disclose to others the information you have provided herein and information you may provide in the future. Please note that the more detailed information you provide the more likely it is that Ingenium Schools will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by Ingenium Schools both because of the harm caused to the person harassed and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: __________________________

Date: ________________________________

Date of Alleged Incident(s): __________________________
Name of Person(s) you believe sexually harassed you or someone else: ____________________

__________________

List any witnesses that were present:

__________________

__________________

_____________________________________________________________________

Where did the incident(s) occur? __________________________________________

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

I acknowledge that I have read and that I understand the above statements. I hereby authorize Ingenium Schools to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.
Date: _____________________

Signature of Complainant

____________________________________________

Print Name

Received by: Date: _____________________
APPENDIX G: COMPLAINT FORM

Your Name: _________________________ Date: _________________________

Date of Alleged Incident(s):

_________________________________________________________________________

Name of Person(s) you have a complaint against:

_________________________________________________________________________

List any witnesses that were present:

_________________________________________________________________________

Where did the incident(s) occur?

_________________________________________________________________________

_________________________________________________________________________

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

I hereby authorize Ingenium Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_________________________________________________________________________

Date: _________________________

Signature of Complainant
Print Name

To be completed by School:

Received by: _______________________________  Date:  ____________________
Appendix H: Safety Plan
Clemente Charter School
SAFETY PLAN

Statement of Purpose

Clemente Charter School is committed to the shared responsibility of preparing all learners for productive, and responsible citizenship in an ever-changing world. A comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school’s facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

This Safety Plan consists of the following Sections:

- Staffing;
- General Policies and Procedures for Handling Safety and Specific Emergency Situations;
- Drugs, Alcohol and Tobacco;
- Child Abuse Reporting;
- Campus “Coming and Going”;
- Harassment Policy

This plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school.

STAFFING

A. EMPLOYEE PREPAREDNESS

A number of measures will be taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this plan and any other emergency policies and procedures;
- Review of an employee’s role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
• Familiarity with the layout of buildings, grounds and all emergency procedures;
• Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
• Attendance at update training sessions in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

B. EMPLOYEE RESPONSIBILITIES

At the beginning of each school year, all instructional and non-instructional staff will be asked by the CCS Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

• Presenting instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
• Keeping attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
• Updating the contents of classroom emergency kits and keeping it in a safe, accessible location;
• Participating fully in fire, earthquake and evacuation drills;
• Planning activities for students during periods of confinement.

The Principal, or his/her designee, will:

• Assign employees to roles and responsibilities in the case of an emergency, taking into consideration the skills, abilities and normal functions of employees;
• Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
• Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
• Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
• Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
• Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
• Test the site warning system and ensure that the system’s signal(s) is recognized and understood by employees and students;
• Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
• Maintain a list of emergency phone numbers in a readily accessible location.

C. EMPLOYEE/STUDENT SPECIAL NEEDS

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs will be identified at the beginning of each school year. Parents will be asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

D. EMERGENCY ON-SITE PERSONNEL

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

E. NOTIFICATION LIST

In the event of an emergency or safety risk, the following personnel will be notified as appropriate:

Personnel Emergency Telephone Number List

<table>
<thead>
<tr>
<th>Ext. #</th>
<th>Home #</th>
<th>Mobile #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency or Safety Designee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers with CPR or First Aid (list by name):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Outside Emergency Telephone Number List

<table>
<thead>
<tr>
<th>Ext. #</th>
<th>Telephone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police Dept.</td>
<td>911</td>
</tr>
<tr>
<td>Ambulance</td>
<td>911</td>
</tr>
<tr>
<td>Sheriff’s Dept.</td>
<td>911</td>
</tr>
<tr>
<td>Fire Dept.</td>
<td>911</td>
</tr>
<tr>
<td>Hazardous Materials</td>
<td>911</td>
</tr>
<tr>
<td>Others:</td>
<td></td>
</tr>
</tbody>
</table>

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General Policies and Procedures for Handling Safety and Specific Emergency Situations

The purpose of the safety and emergency sections is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. The goals include to:

- Protect the safety and welfare of students and staff;
- Provide for a safe and coordinated response to emergency situations;
- Protect the school’s facilities and property;
- Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
- Provide for interface and coordination between the school and local authorities and resources.

A. EMERGENCIES

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the fullest extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the Principal, or his/her designee.

Fire

In the case of a school fire, the following procedures should be implemented:

- Utilization of a sound building fire alarm.
- Notification to the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
  - School name and phone number.
  - Building address, including nearest cross street(s).
  - Exact location of the fire within the building.
- Evacuation of students and staff in accordance with established procedures.
- Evacuation to an outdoor assembly area.
- Closure of all doors leading to the fire. Individuals should not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing and navigation easier. Before opening any door, individuals should place a hand one inch from the door near the top to see if it is hot. Individuals should be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Access routes for emergency vehicles should be cleared. Individuals should remain at a safe distance from the fire and away from fire fighting equipment.
• First Aid should be rendered as necessary.
• Student attendance should be confirmed, and student should be supervised.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

Medical emergencies involving any student or employee must be reported to the Principal or his/her designee. Dial 911 or direct someone to do so. Provide the following information:

• School name and phone number.
• Building address, including nearest cross street(s).
• Exact location within the building.
• Your name and phone number.
• Nature of the emergency.

Do not hang up until advised to do so by dispatcher. Then, take the following actions:

• Notify the school office that an individual has been injured and an ambulance has been called.
• Ask someone to dispatch a first aid/CPR trained employee to the victim.
• Stay calm. Keep victim warm with a coat or blanket.
• Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
• Draft a written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous after shocks, which may last for weeks or months. An earthquake’s effect on buildings will vary from depending on the building and its infrastructure.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

• Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
• After shaking stops, check for injuries, and render first aid.
• If ordered by the Principal, or his/her designee, evacuate.
• Do not return to building.
• Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to the Principal, or his/her designee.
- Stay alert for aftershocks.
- Be aware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- CCS principal, or his/her designee, will issue further instructions.

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the Principal, or his/her designee. The Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the Principal, or his/her designee.

The Principal or his/her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
  - Call 911. Notify Fire Department, Emergency Response Unit, and/or Public Health Department.
  - Provide the following:
    - School name.
    - Building address, including nearest cross street(s).
• Your name and phone number.
• Location of the spill and/or materials released.
• Characteristics of spill (colors, smells, visible gases).
• Name of substance, if known.
• Injuries, if any.

• Notify buildings and grounds personnel.
• Close all windows and doors if the spill is outside.
• Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
• Remain inside building unless ordered to evacuate by the Fire Department.
• Fire Department will advise of further actions to be taken.
• Do not eat or drink anything or apply cosmetics.
• If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

The Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

• Notify local law enforcement authorities-Dial 911.
• If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
• Do not argue with participant(s).
• Have all students and employees leave the immediate area of disturbance.
• If the disturbance is outside the building, remain inside building, unless instructed otherwise by the Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
• If the disturbance is inside the building, follow procedures for evacuation of the school site.
• Follow further instructions as police officials and other local law enforcement authorities issue them.
• Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

• Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel.
- The Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the Principal or his/her designee.
- Notify parents or legal guardian.
- Determine what disciplinary measures are appropriate (in-house or police involvement). See Disciplinary, Suspension & Expulsion Policy.
- Determine any monetary restitution issues and amounts.

**Utility or Power Failure**

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

**Bomb Threat**

**Person receiving call:**

- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify School Principal, or his/her designee, immediately.
- The Principal or his/her designee will:
  - Notify Police Department – Dial 911.
With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:

- Classrooms and work areas.
- Public areas - foyers, office bathrooms and stairwells.
- Lockers and unlocked closets.
- Exterior areas—shrubbery, trashcans, debris boxes, gas valves, etc.
- Power sources—electric panels, telephone panels, computer rooms, etc.

- With assistance from responding law enforcement personnel and/or Fire Department, the Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.

- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The Principal, or his/her designee, must grant approval for student release.

- An incident report should be drafted before the end of the workweek.

**Explosion**

If an explosion occurs at the school, the following procedures should be used:

- Give DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify Fire Department – Dial 911.
- Provide the following information:
  - School name.
  - Building address, including nearest cross street(s).
  - Exact location within the building.
  - Your name and phone number.
- Evacuate to outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

**Fighting or Riot**

School staff should follow these guidelines when a fight occurs:
• Send a reliable student to the office to summon assistance.
• Speak loudly and let everyone know that the behavior should stop immediately.
• Obtain help from other teachers if at all possible.
• If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
• Call out the names of the involved students (if known) and let them know they have been identified.
• For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
• Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
• Remember that no one can “cool down” instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.
• Staff should follow these guidelines when a riot occurs:
  o The Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
  o Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
  o Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
  o Activate needed emergency plans, which may include:
    ▪ Instructing office staff to handle communications and initiate lockdown orders.
    ▪ Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
    ▪ Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
    ▪ Direct a teacher or designee to initiate lockdown and immobilize the campus.
    ▪ Brief a representative to meet the media.
    ▪ Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

• Stay calm.
• Don’t be a hero.
• Follow instructions of the captor(s).
• Cooperate; be friendly if possible; don’t argue with or antagonize captor(s) or other hostages.
• Inform captor(s) of medical or other needs.
• Be prepared to wait; elapsed time is a good sign.
• Don’t try to escape; don’t try to resolve situation by force.
• Be observant and remember everything that is seen or heard.
• If a rescue takes place, lie on the floor and await instructions from rescuer(s).
• The Principal or his/her designee should:
  o Immediately notify law enforcement.
  o Move other students and teachers completely away from those who are in the hostage situation.
  o Keep everyone as calm as possible.
  o Be prepared to answer questions from media or family.

Death of a Student

By far the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student’s death, which occurs on campus, particularly as a result of school violence, is the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school’s response to death, particularly death that occurs as a result of school violence:

• After the initial response, administrators and counselors will meet immediately to review what happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
• Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
• Relay the information to the students in a factual way, careful to avoid breaching the student or family’s privacy. The Principal and a counselor might consider moving from room to room to tell the students what has occurred. They should be candid, allow for expression of feelings, and affirm students’ expressions or feelings. Students should be told that they may visit a counselor’s office for special assistance.
• If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
• Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
• Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon
If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman’s location, and the location of the weapon.
- The Principal or his/her designee should follow these guidelines:
  - Notify law enforcement immediately.
  - Identify the student or gunman (if known), the student or gunman’s location, and the location of the weapon.
  - Determine the level of threat. If the level of threat is high, call for additional backup.
  - Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
  - If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

B. EVACUATION

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

- The Principal or his/her designee should:
  - Notify the school district office, county official or designee.
  - Notify local law enforcement authorities.
  - Notify school transportation support.
  - Note the special needs of students or staff.
  - Direct clerical staff to take schools master enrollment list.
  - Direct school nurse or designee to prepare emergency medications to be transported.
  - Direct all personnel to leave the building and secure the building.
  - Notify students’ parents or legal guardians as situation permits.

- School staff should:
  - Plan to evacuate his/her class and ride the bus or walk as situation dictates.
  - Take a copy of class enrollment list.
  - Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
  - Notify the Principal or his/her designee of any special needs of students and their requirements.
The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurse or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate crisis intervention team to deal with any emotional trauma.
- Provide area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

C. FLOOR PLAN

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site.

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school’s main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

D. FIRE DRILLS

Fire drills will be conducted on a monthly basis. The Principal, or his/her designee, will specify the date and time of fire drills. Earthquake “drop and cover” drills will be conducted once per quarter. All students and staff are required to participate in these mandated drills.

The Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

E. ANNUAL INSPECTIONS

The Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance is proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Laboratory/Shop
- Cafeteria/Auditorium (use for all assembly areas)
- Kitchen
• Office (also used for conference rooms)
• Teacher’s Workroom and Employee Lounge
• Restroom
• Custodial
• Boiler Room
• Storage Room (also use for File Rooms)
• Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Classroom 14, Room 7; second floor women’s restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the Principal, or his/her designee, of problems that cannot be corrected by site staff.

F. PARENTAL NOTIFICATION

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

In the event of an emergency, parents/guardians should keep radios tuned to the local radio station for advisory information. Parents should not call the school because we must have the lines open for emergency calls.

G. CLASSROOM SAFETY KITS

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school’s central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

<table>
<thead>
<tr>
<th>Blankets</th>
<th>Paper Towels</th>
<th>Candles</th>
<th>Flushable Wipes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matches</td>
<td>Batteries</td>
<td>Pillows</td>
<td>Bottled Water</td>
</tr>
<tr>
<td>Radio (battery operated)</td>
<td>Flashlights</td>
<td>Sheets</td>
<td></td>
</tr>
</tbody>
</table>

Suggested first aid items:
Hydrogen Peroxide | Gauze | Tweezers | Iodine | Alcohol
---|---|---|---|---
Assorted Band Aids | Sterile Water (for burns) | Tape | Scissors | Instant Ice Packs
Bandages | Package of Sewing Needles | Ace Bandages | Steri-strips or butterfly stitches | Current first aid book
Slings | Anti-bacterial salve | Disposable gloves | Face masks | CPR (disposable mouthpieces)

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

H. SCHOOL SAFETY MANAGEMENT TEAM

The Principal is the overall director of CCS Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at CCS and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

I. GUIDELINES FOR HANDLING THE MEDIA

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.
J. DRUGS, ALCOHOL AND TOBACCO

The use or possession of drugs, alcohol, or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The Principal, or his/her designee, should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See School Disciplinary, Suspension & Expulsion Policy.
- Determine what intervention or follow-up procedures are necessary including counseling.

K. CHILD ABUSE REPORTING

Child abuse shall be reported in compliance with the procedures set forth in the school’s Personnel Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of CCS are committed to the well-being of children. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

L. CAMPUS “COMING AND GOING”

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

- Always report and sign in at the office.
- Be provided with a visitor’s badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.

School personnel should:
• Ensure all exterior doors are marked with a notice to visitors to first report to the office.
• Exterior doors should remain locked, except doors near the office area.
• Staff should receive training on how to greet visitors. The first question is “May I help you?”

Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor’s badge or lacking visible identification stating who they are).

Visitors who fail to comply with school procedures should verbally be informed they are in violation of school policy. (Example - “Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.”). If this fails:

• Notify the office of the situation.
• Follow the person, if possible, and continue to give notice of the violation of school rules.
• Notify law enforcement.
• Inform office personnel to activate building-wide notification plan concerning intruder.
• Use a pre-determined code phrase over the PA system.
• Close and secure all classroom doors.
• Ensure that students remain in assigned areas.

M. NOTIFYING TEACHERS OF DANGEROUS PUPILS

The Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code §48900, including the exceptions to this rule provided therein. CCS will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a student described in this Section. CCS is not civilly or criminally liable for providing information unless it is proven that the information was false and that an CCS employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

N. HARASSMENT AND DISCRIMINATION

Harassment and Discrimination are prohibited. They include the following:

• Verbal threats
• Threatening behavior
• Hazing
• Intimidation
• Gang behavior
• Fights

Policies for dealing with harassment and discrimination are described in the Personnel Handbook.

If harassment or discrimination occurs, school staff should:

• Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.

• Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.

• Document the incident, including the names of witnesses and any statements.

• Provide incident reports to the Principal, or his/her designee, as soon as possible.

The Principal, or his/her designee, should:

• Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.

• Identify the parties involved.

• Seek written documentation from witnesses.

• Determine disciplinary consequences. See Personnel Handbook; and Disciplinary, Suspension & Expulsion Policy.

• Determine what intervention or follow-up is necessary, including referral to a school counselor, psychologist, or local law enforcement.

• Notify parents or legal guardian and appropriate school personnel of incident.

• Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

O. SCHOOL DISCIPLINE

Discipline will be handled as set forth in the Disciplinary, Suspension & Expulsion Policy.

Acknowledgement of Receipt of Safety Plan

I understand and agree that I will read and comply with the Safety Plan for Clemente Charter School.

__________________  __________________
Signature             Date
Appendix I:
Student Registration Form
Clemente Charter School  
New Student Registration Form  
2014-2015

Student Information

First Name: ___________  Middle: ___________  Last Name: ___________

Address: ___________________________________________________________Apt#: __

City: ___________________  State: _________  Zip: ______________

Phone:  (____) _____-______

Student’s Date of Birth: (mm/dd/yyyy) __/__/____

Student’s gender: (Check one only)  ☐ F= Female  ☐ M= Male

Student is applying for grade: (Check one only)  ☐ K  ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6

This is the _____ time the student has ever entered this grade level (check one only).

☐ 1= First Time  ☐ 2= Second Time  ☐ 3= Third Time

The California State Department of Education requires schools to report the following information for students who participate in the Standardized Testing and Reporting Program also known as the STAR testing program. In addition, we are required to report this information as a condition of a major grant we have received. Please assist us by completing the following information so that we may provide the California State Department of Education and our grant donor with the most accurate information possible.

Be assured that this information will be kept confidential.

Student’s Primary Race/Ethnicity: (Check one only)

0998 = Alaskan Native or American Indian (Please specify):

☐ Cherokee  ☐ Chippewa  ☐ Choctaw  ☐ Navajo  ☐ Pueblo

☐ Sioux  ☐ Other: ____________________________

0999 = Asian (Please specify)

☐ Asian Indian  ☐ Chinese  ☐ Filipino  ☐ Japanese  ☐ Korean

☐ Vietnamese  ☐ Other: ____________________________
1000 = Black or African American (Please specify if known)

☐ Other: ____________________

1001 = Hawaiian or other Pacific Islander (Please specify)

☐ Guamanian  ☐ Hawaiian  ☐ Samoan  ☐ Other: ________________

2304 = Hispanic or Latino (Please specify):

☐ Argentinean  ☐ Colombian  ☐ Cuban  ☐ Dominican  ☐ Mexican Amer.

☐ Nicaraguan  ☐ Puerto Rican  ☐ Salvadoran  ☐ Spaniard  ☐

Other: ________________

1002 = White (Please specify if known)

☐ Other: ____________________

Other Race/Ethnicity with which the student identifies. Mark all that apply.

0998 = Alaskan Native or American Indian (Please specify):

☐ Cherokee  ☐ Chippewa  ☐ Choctaw  ☐ Navajo  ☐ Pueblo

☐ Sioux  ☐ Other: ________________

0999 = Asian (Please specify)

☐ Asian Indian  ☐ Chinese  ☐ Filipino  ☐ Japanese  ☐ Korean

☐ Vietnamese  ☐ Other: ________________

1000 = Black or African American (Please specify if known)

☐ Other: ____________________

1001 = Hawaiian or other Pacific Islander (Please specify)

☐ Guamanian  ☐ Hawaiian  ☐ Samoan  ☐ Other: ________________

2304 = Hispanic or Latino (Please specify):

☐ Argentinean  ☐ Colombian  ☐ Cuban  ☐ Dominican  ☐ Mexican Amer.

☐ Nicaraguan  ☐ Puerto Rican  ☐ Salvadoran  ☐ Spaniard  ☐

Other: ________________

1002 = White (Please specify if known)

☐ Other: ____________________

English Proficiency of the student: (Check one only)

☐ 1633 = Native English Speaker  ☐ 1634 = Fluent English Speaker

☐ 1635 = Non-English speaking  ☐ 1636 = Re-designated as fluent English proficient
Primary language spoken at home (Check one only):
- Arabic
- French
- Hindi
- Persian
- Spanish
- Cantonese
- French Creole
- Italian
- Polish
- Tagalog
- Chinese (non Cantonese)
- German
- Japanese
- Portuguese
- Urdu
- English
- Greek
- Korean
- Russian
- Vietnamese
- Other: ____

Before attending this charter school, the student attended:

School Name: ____________________________
School: ___________________________ City: ___________________________

The school the student attended previously can be categorized as: (Check one only)

Public:
- 1821 = Public, same district
- 1822 = Public, different district in the same state
- 1823 = Public, different state

Private:
- 1824 = Private, non-religiously-affiliated, same district
- 1825 = Private, non-religiously-affiliated, different district, same state
- 1826 = Private, non-religiously-affiliated, different state
- 1827 = Private, religiously-affiliated, same district
- 1828 = Private, religiously-affiliated, different district, same state
- 1829 = Private, religiously-affiliated, different state

Non-existent or Foreign:
- 1838 = Original Entry into US school (no previous school)
- 1839 = Original entry into US school (from foreign country with no schooling interruption)
- 1840 = Original entry into US school (from foreign country with schooling interruption.)
☐ 1830 = Located outside of the country

Other
☐ 1831 = Institution (example: correctional facility)
☐ 1832 = Other charter school
☐ 1833 = Home schooling
☐ 1834 = Matriculating (in other words, passed previous school’s highest grade level)
☐ 9999 = Other

Has the student taken a standardized test and been determined “Gifted?”
☐ 0002 = Yes  ☐ 0232 = No

The questions below pertain to special services currently being received by the student at her or his present school. If you are unaware of the terms used in this box, your child is more than likely not receiving those specific services at this time. If you are unsure, you may leave this section blank and the information will be requested from the child’s current school.

Has the student been classified by Special Education Services with any of the following disabilities?
(Check all that apply)

☐ 2121 = Autistic/Autism blindness
☐ 2122 = Deaf-blindness
☐ 2123 = Hearing impairment
☐ 2124 = Mental retardation
☐ 2125 = Multiple disabilities
☐ 2126 = Orthopedic impairment
☐ 2127 = Emotional Disturbance disability
☐ 2128 = Specific learning disability
☐ 2129 = Speech or language impairment
☐ 2130 = Traumatic brain injury
☐ 2131 = Visual impairment
☐ 2132 = Other health impairment
☐ 2133 = Deafness
☐ 2134 = Developmental delay
☐ 2135 = Infants and Toddlers with disabilities  ☐ 9998 = None

Does the student have an active Individual Educational Plan (IEP)? ☐ Yes  ☐ No

Does the student need 504 accommodations requiring modification? ☐ Yes  ☐ No

How far is the school from your home? ☐ ☐ (Approximate distance in miles)

How many times has the student’s family moved in the past 12 months? ☐ ☐
In the student’s home:

Approximately how many books are there where the student resides?

Is there a computer at home? (e.g. desktop/laptop)

Is there Internet access at home?

Is there a quiet place for the student to study at home?

Was any adult employed for income over the past two weeks?

Migratory Status: Does the student’s Parent or Guardian maintain primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis?

Lunch Status: Under federal meal program guidelines, this student qualifies for the following lunch status: (Check one only)

Among all parents and guardians residing with the student, what is the highest level of education? (Check one only)

<table>
<thead>
<tr>
<th>Elementary/Middle/High School</th>
<th>College and Beyond</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>0789 = Pre-Kindergarten</td>
<td>1043 = Some college but no degree</td>
<td>0819 = Vocational Certificate</td>
</tr>
<tr>
<td>0805 = Kindergarten</td>
<td>1050 = Associate’s degree</td>
<td>1046 = Adult Basic Education Diploma</td>
</tr>
<tr>
<td>0790 = 1st Grade</td>
<td>1051 = Bachelor/ Baccalaureate degree (BA, AB, BS, etc.)</td>
<td>1047 = Formal certificate or diploma (less than one yr.)</td>
</tr>
<tr>
<td>0791 = 2nd Grade</td>
<td>1052 = Graduate certificate</td>
<td>1048 = Formal certificate or diploma (more than or equal to one year)</td>
</tr>
<tr>
<td>0792 = 3rd Grade</td>
<td>1053 = Firstprofessional degree</td>
<td>2408 = H.S.completers (e.g. certificate of attendance)</td>
</tr>
<tr>
<td>0793 = 4th Grade</td>
<td></td>
<td>2409 = H.S. equivalency (e.g. GED)</td>
</tr>
<tr>
<td>0794 = 5th Grade</td>
<td></td>
<td>1043 = No school completed</td>
</tr>
<tr>
<td>0795 = 6th Grade</td>
<td></td>
<td>9999 = Other</td>
</tr>
<tr>
<td>0796 = 7th Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0797 = 8th Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0798 = 9th Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0799 = 10th Grade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Health and Immunization Records

Requirements for entrance:

To enter or transfer into public and private elementary and secondary schools (grades kindergarten through 12), children under age 18 must have immunizations as outlined in Health and Safety code Sections 120[325-120380 (formerly Sections 3380-3390); California Administrative Code, Title 17, Sections 6000-6075 (see GUIDE TO THE REQUIREMENTS OF THE CALIFORNIA SCHOOL IMMUNIZATION LAW FOR GRADES K-12). Document of these immunizations must be provided prior to the first day of school.

Allergies: ____________________________________________________________

Serious illness(es):

____________________________________________________________________

Currently taking medication?

Release for NEWS/Media

As a student of this charter school, your child may have the opportunity to participate in media coverage for educational purposes. These opportunities may involve activities such as quotes attributed to your child, pictures of your child in the newspaper, on television, or in productions for the school. By signing below, you authorize your child’s participation in media activities for educational purposes.

Parent/Guardian Signature: ________________________ Date: _____________

Uniforms
By my signature below, I acknowledge that uniforms are required for all students. Information will be provided to parents from the selected vendor. I accept responsibility for compliance with the school’s dress code.

Parent/Guardian Signature: ____________________________ Date: _____________

EMERGENCY DATA

Primary Care Physician:

Primary Care Physician Phone Number:

Individuals CCS is authorized to contact in the event of an emergency:

Name
   Telephone Number

________________________________________   __________________________

________________________________________   __________________________

________________________________________   __________________________

If CCS is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

I understand that it is my responsibility to promptly inform CCS of any changes regarding the information on this form.

Parent/Guardian Signature: ____________________________ Date: _____________

Parent/Guardian/Family Information

Parent/Guardian 1

First Name:__________ Middle:_______ Last Name:_______

Address (if not the same as student address above):

________________________________________ Apt#:_______

City:____________________ State:___ Zip:____________

Home Phone:____________________ Work Phone:____________________

Relationship to student:______________ E-mail address: ______________

Parent/Guardian 2

FirstName:______________ Middle:_______ Last Name________________

Address (if not the same as student address above):
Apt#:

City:_________________________ State: ___ Zip: ___________________

Home Phone: ___________________ Work Phone: ____________________

Relationship to student: __________ E-mail address: ________________

Does the student have any siblings?

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Current School</th>
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<tbody>
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</tbody>
</table>

Emergency Contact Information

Physician: ___________________ Phone #: (________) ____________________

Health Insurance: _______________ Policy #: ________________________

Individuals CCS is authorized to contact in the event of an emergency:

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

If CCS is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

I understand that it is my responsibility to promptly inform CCS of any changes regarding the information on this form.

Parent/Guardian Signature: ______________________ Date: ____________

AUTHORIZATION FOR STUDENT PICK-UPS

The following individuals are authorized to pick up my child from school:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
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</table>
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_________________  _______________  ____________

_________________  _______________  ____________

Parent/Guardian Signature: ______________________  Date: ______________

END of Parent/Guardian Information
Appendix J:
Budget

Start-Up

- Loan from Ingenium Schools of $250,000. The Charter will repay loan the CMO in FY2015-16.
- Charter anticipates incurring $58,230 in start-up expenditures. Cash flow shows the net of loan and expenses as beginning cash balance for Year 1.

2014-15

Revenues

- Project student enrollment of 175. Average Daily Attendance (ADA) of 166.75 (95% attendance rate)
- According to SSC Estimated LCFF Funding, assume $7,983 per ADA. Due to adoption of LCFF, Charter Schools do not receive Charter Categorical Funding (i.e. Categorical Block Grant, Economic Impact Aid, New Charter School Supplemental Grant, etc.).
- Federal and State Child Nutrition is based on current funding for similar demographics at the current school.
- Assume Title I, Part A award of $48,000 towards the end of the fiscal year. Once Clemente Charter School receives an approved charter number, it will submit its LEA Plan to CDE and expects State approval in Year 1. Increase in the outgoing years is increased relevant to enrollment.
- Anticipate participating in LAUSD SELPA Option 1, no Special Education Revenue will be received by the Charter. Furthermore, the Charter will contribute a Special Ed Fair Share per ADA.
- Due to prior success with other Ingenium Schools, Clemente Charter School expects to be awarded an approximate $525,000 Public Charter School Start-Up Grant. With $325,000 of this grant awarded in the first year, Clemente Charter School will have adequate funds to open in 2014.
- Common Core funding of $35,000 is based on $200 per pupil.
- Ingenium Schools will apply for a revolving loan to support first year cash flow. Revolving loans are provided by the State in the amount of $250,000 for the first year of operations. Equal repayments are deducted annually from a school’s principal apportionment commencing in the subsequent year.
- Ingenium Schools has a $1.3M line of credit from its bank, Pacific Western Bank. This amount has not been included in the budget or cash flow; however, is available to Clemente Charter School, if needed.

Expenditures

- Average certificated teacher salaries will be $42,000 in the school’s first year of operations. There will be seven credentialed teachers during the first year of operations.
- Increase in certificated staff is based on enrollment in the outgoing years. Classified staff will remain the same.
All full time employees will be entitled to full medical and dental benefits. Certificated staff will participate in STRS.
Instructional materials and supplies of $27,400.
Rental/Leases (5600) is based on Prop 39 facilities use expenses currently incurred by Ingenium Charter School of $53,606.
No capital expenditures as this is a Prop 39 site.
Consulting services (5800) of $13,560.
Audit and Legal Services (5805) of $9,000.
Non-capitalized furniture budgeted for $32,460.
Estimate of $20,000 paid to the CMO (Ingenium Schools). Business service provider expense will be absorbed by Ingenium Schools.
Special Education Fair Share contribution (7010) is estimated at $362.50 per ADA.
Health and Welfare benefits calculation is based on the schools contribution cap of $504/mo. per eligible employee. Excess of this amount is an employee contribution.
Health and Welfare benefits increase by 5%.
No inflation rate increases on non-payroll expenses.

2015-16

Revenues
- Project student enrollment of 257. Average Daily Attendance (ADA) of 244.15 (95% attendance rate)
- COLA of 1.80% on principal apportionment.
- According to SSC Estimated LCFF Funding, assume $8,127 per ADA. Due to adoption of LCFF, Charter Schools do not receive Charter Categorical Funding (i.e. Categorical Block Grant, Economic Impact Aid, New Charter School Supplemental Grant, etc.).
- Federal and State Child Nutrition is based on the growth of the same demographic makeup.
- Assume Title I, Part A award of $72,000.
- State Lottery funds for 2014-15 and 2015-16 of $64,022.
- Due to participation in LAUSD SELPA Option 1, no Special Education Revenue will be received by the Charter. Furthermore, the Charter will contribute a Special Ed Fair Share per ADA.
- Final disbursement of Public Charter School Start-Up Grant of $200,000.

Expenditures
- Salary increases of 3%.
- Average certificated teacher salaries will be $42,882 in the school’s second year of operations. There are three additional credential teachers during this year, increasing the total count to ten.
- Increase in certificated staff is based on enrollment in the outgoing years. Classified staff will remain the same.
- All full time employees will be entitled to full medical and dental benefits. Certificated staff will participate in STRS.
- Addition of three educators ($42k) and proportional H&W benefits increases
- Rental/Leases (5600) is based on Prop 39 facilities use expenses increased proportionate to enrollment.
- Most services (5000) expenses increase relative to enrollment in this and future years.
- Revenues paid to the CMO (Ingenium Schools) increased relevant to enrollment. Business service provider expense will be absorbed by Ingenium Schools
- Special Education Fair Share contribution (7010) is estimated at $435 per ADA.
- Health and Welfare benefits increase by 5% and the cost of the additional eligible employees.
- No inflation rate increases on non-payroll expenses.

2016-17

Revenues
- Project student enrollment of 345. Average Daily Attendance (ADA) of 327.75 (95% attendance rate)
- COLA of 2.30% on principal apportionment.
- According to SSC Estimated LCFF Funding, assume $8,314 per ADA. Due to adoption of LCFF, Charter Schools do not receive Charter Categorical Funding (i.e. Categorical Block Grant, Economic Impact Aid, New Charter School Supplemental Grant, etc.).
- Federal and State Child Nutrition is based on the growth of the same demographic makeup.
- Assume Title I, Part A award of $84,000.
- State Lottery funds of $51,129.
- Assume ASES award of $112,500.
- Due to participation in LAUSD SELPA Option 1, no Special Education Revenue will be received by the Charter. Furthermore, the Charter will contribute a Special Ed Fair Share per ADA.

Expenditures
- Salary increases of 3%.
- Average certificated teacher salaries will be $43,668 in the school’s third year of operations. There are three additional credential teachers during this year, increasing the total count to 13.
- All full time employees will be entitled to full medical and dental benefits. Certificated staff will participate in STRS.
- Addition of three educators ($42k) and proportional H&W benefits increases.
- Rental/Leases (5600) is based on Prop 39 facilities use expenses increased proportionate to enrollment.
- Most services (5000) expenses increase relative to enrollment in this and future years.
- Revenues paid to the CMO (Ingenium Schools) increased relevant to enrollment. Business service provider expense will be absorbed by Ingenium Schools
- Special Education Fair Share contribution (7010) is estimated at $435 per ADA
- Health and Welfare benefits increase by 5% and the cost of the additional eligible employees.
- No inflation rate increases on non-payroll expenses.

Reserve for Economic Uncertainty
1. Clemente Charter School will maintain a reserve for economic uncertainty equivalent to 5% of expenditures in all fiscal years.

Model Sensitivities
- Clemente Charter School’s budget is most sensitive to:
  1. The amount of principal apportionment.
  2. Average Daily Attendance.
  3. Certificated teacher salaries.
  4. Facility costs.
Appendix K:
Executive Director Evaluation Form
Sample Superintendent Evaluation

**NAME________________________ DATE________________________**

Please read columns and indicators, check appropriate boxes. Mark the number along the continuum with an X above the column that best identifies where you believe your district superintendent performs in each area..

**Leadership** – how well does the superintendent approach, guide, review and refine the art of leadership (Baldridge 1.1.1.2)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Occupies with routine matters of budget and facilities, etc.</td>
<td>• Handles routine matters</td>
<td>• Lists support personnel to assist with routine tasks</td>
<td>• Seeks means of additional revenue for the purpose of expanding projects, programs for student achievement</td>
<td>• Innovative and obtains additional revenue</td>
<td>• Recipient of grant and foundation funding</td>
</tr>
<tr>
<td>• Rarely seeks new information</td>
<td>• Expresses concern for poor student achievement</td>
<td>• Attempts to stay current by attending seminars, conferences, legislative, fly-ins, reading journals, etc.</td>
<td>• Produces research on educational leadership and incorporates many ideas into plans</td>
<td>• Articulates visionary leadership and district mission which is clear to all stakeholders</td>
<td>• Consistently articulates visionary leadership and district mission</td>
</tr>
<tr>
<td>• Lack of vision, systems perspective, deployment skills, agility</td>
<td>• Seldom engages in dialogue with colleagues or stakeholders to ascertain needs</td>
<td>• Conducts routine meetings with some staff and stakeholders</td>
<td>• Organizational activity is learning-centered</td>
<td>• Strategic planning is systematic and ongoing with stakeholder input</td>
<td>• Acknowledges, supports, values, and celebrates stakeholder involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Possesses a keen focus on the future for results</td>
</tr>
<tr>
<td>Indicators all of which must be present for Level 6:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Expands the system beyond the primary organization</td>
</tr>
<tr>
<td>• Current job descriptions are developed with and for employees for role clarification (date of creation or modification is evident)</td>
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<td></td>
<td></td>
<td></td>
<td>• Conducts an annual self-assessment</td>
</tr>
</tbody>
</table>
| • District calendar reflects meeting dates with stakeholder groups | | | | | | 192
Appendix L:
Employment Agreement

Employment Agreement For:

«POSITION»
Between
Ingenium Schools

And
[Employee]

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Board of Trustees ("Board") of Ingenium Schools, the governing board for Clemente Charter School, a California public charter school approved by the Los Angeles Unified School District. The Ingenium Schools Board desires to hire employees who will assist the Clemente Charter School principal in achieving the goals and meeting the requirements of Clemente Charter School’s charter. The parties recognize that Clemente Charter School is not governed by the provisions of the California Education Code except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting the Principal in implementing the purposes, policies, and procedures of Clemente Charter School.

WHEREAS, Clemente Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. Statutory Provisions Relating to Charter School Employment

1. Clemente Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code §47600, et seq. Clemente Charter School has been duly approved by the Los Angeles Unified School District. A copy of Clemente Charter School’s charter is attached hereto and fully incorporated by reference herein.

2. Pursuant to Education Code §47604, Clemente Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 et seq. of the
Corporations Code). As such, Clemente Charter School is considered a separate legal entity from the Los Angeles Unified School District, which granted the charter. The Los Angeles Unified School District shall not be liable for any debts and obligations of Clemente Charter School, and the employee signing below expressly recognizes that he/she is being employed by Clemente Charter School and not the Los Angeles Unified School District.

3. Pursuant to Education Code §47610, Clemente Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code §47610.


B. Employment Terms and Conditions

1. Duties

Employee will perform such duties as Clemente Charter School may reasonably assign and Employee will abide by all Clemente Charter School’s policies and procedures as adopted and amended from time to time. Employee further agrees to abide by the provisions of Clemente Charter School’s charter.

Employee duties may be amended from time to time in the sole discretion of Clemente Charter School. The employee will be employed as a «POSITION» with the following general duties:

2. Work Schedule

The work schedule for this position shall be:

Weekly work hours: 7:45-4:00

Start/End Dates: «DATES» 30/14

Full or Part-Time: «FULL_OR_PARTTIME»

Work days for the Employee shall be consistent with the applicable calendar of work days for this position for an indefinite term until terminated in accordance with the provisions of this Agreement. Employment is at-will as specified in Section [C] below.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Clemente Charter School.

3. Compensation

The total compensation for the term of the contract will be $«M__TOTAL» on an annualized basis, paid in either 10 or 12 monthly installments.
4. **Employee Benefits**

Employee will be entitled to participate in designated employee benefit programs and plans established by Clemente Charter School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Clemente Charter School.

5. **Employee Rights**

Employment rights and benefits for employment at Clemente Charter School shall only be as specified in this Employment Agreement, Clemente Charter School’s charter, the Charter Schools Act, and Clemente Charter School’s personnel policies, which from time to time may be amended and modified by Clemente Charter School. Employment rights and benefits may be affected by other applicable agreements, directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with the Clemente Charter School.

6. **Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials.

7. **Child Abuse Reporting**

California Penal Code §11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a childcare custodian and is certifying that he or she has knowledge of California Penal Code §11166 and will comply with its provisions.

C. **Employment At-Will**

Clemente Charter School may terminate this Agreement and Employee’s employment at any time with or without cause, with or without notice, at Clemente Charter School’s sole and unreviewable discretion. Either party may immediately terminate this Agreement and Clemente Charter School’s employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of Clemente Charter School. No
one other than the Board of Ingenium Schools has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of Ingenium Schools and by the affected employee and must specifically state the intention to alter this “at-will” relationship.

Without impacting the at-will nature of the employment relationship, Clemente Charter School may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with Clemente Charter School’s policy on Evaluation/Reviews.

D. General Provisions

1. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. Acceptance of Employment

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Clemente Charter School on the terms specified herein.
2. All information I have provided to Clemente Charter School related to my employment is true and accurate.

3. A copy of the charter is attached hereto.

4. This is the entire agreement between Clemente Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature:_______________________________ Date:________

Address:______________________________

Telephone:_________________ Social Security Number:____________________

Clemente Charter School Approval:

________________________________________

Authorized Clemente Charter School Representative

Dated:__________________________

This Employment Agreement is subject to ratification and approval by the Governing Board of Ingenium Schools.