CHARTER PETITION
Submitted to the Los Angeles Unified School District

Prepared in compliance with the terms, conditions and requirements of the California Charter Schools Act. This petition is submitted by Validation Academies Inc., a California nonprofit public benefit corporation, with the support of parents, teachers, community leaders and other concerned citizens.

Validation Academies, Inc. proposes the establishment of Community Preparatory Academy (herein referred to as “CPA” or “Charter School”). CPA proposes to locate within the boundaries of Los Angeles Unified School District serving approximately 700 students at capacity in grades K-12 beginning in September 2014. Community Preparatory Academy is seeking approval for an initial charter term of 5 years.

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AFFIRMATIONS/ASSURANCES
Community Preparatory Academy (hereinafter “CPA” 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)

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

EDUCATIONAL PROGRAM

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

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

**GENERAL INFORMATION**

- The contact person for Community Preparatory Academy is Mrs. Maisha Riley, Lead Petitioner.
- The contact address for Community Preparatory Academy is 3717 S. La Brea Ave., #106-504, Los Angeles, CA 90016.
- The contact phone number for Community Preparatory Academy is (310) 925-2194.
- The proposed address or target community of Community Preparatory Academy is the “Crenshaw District” which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 1 and Educational Service Center West.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is K-12.
- The number of students in the first year will be 275.
- The grade level(s) of the students in the first year will be K-8.
- The scheduled opening date of Charter School is September 2, 2014.
- The admission requirements include: Community Prep Academy 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 openings available, entrance shall be determined by random public drawing in accordance with Education Code Section 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. Community Preparatory Academy affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. Community Preparatory Academy shall not charge tuition. Community Preparatory Academy 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 Element 8: Admissions).
- The enrollment capacity is 700. (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: Single Track.
- The bell schedule for Charter School will be: 8:15am – 3:30pm
• If space is available, traveling students will have the option to attend.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each application year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

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.

ENGLISH LEARNERS

Community Preparatory Academy 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), [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

Community Preparatory Academy shall provide to the CSD an annual report of its EL program assessment. Upon request, Community Preparatory Academy shall provide a copy of its current EL Master Plan to the CSD.

Community Preparatory Academy shall administer the CELDT annually in accordance with federal and state requirements.

Community Preparatory Academy 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.

**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, Community Preparatory Academy will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Community Preparatory Academy regarding the provision and funding of
special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA 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.

I. VISION

Community Preparatory Academy will achieve academic and cultural excellence for all students by meeting the students where they are culturally and linguistically in order to meet the demands of becoming a 21st century learner prepared for success at the university, in a career, and for lifelong learning.

II. MISSION

- Enable students to become lifelong learners, informed and responsible citizens, competent, and successful members of the workforce, and thinking fulfilled, caring individuals.

- Develop leaders for the 21st century who have a well-rooted culturally based self-concept as autonomous, productive, lifetime learners who are connected to the global community.

- Serve as a model of culturally and linguistically responsive teaching and learning as a successful approach for education in urban schools.
III. WHO THE SCHOOL IS ATTEMPTING TO EDUCATE

CPA’s unique school design offers families a public school choice for grades K to 12 in a multi-faceted learning environment.

Community Need for Proposed Charter School

CPA proposes to target students within the Crenshaw District of Los Angeles. This area consists of the zip codes 90008, 90016 and 90043. The Crenshaw District is generally comprised of the View Park, Leimert Park and Baldwin Hills communities. This has traditionally been a predominately African American neighborhood over the last 30-40 years. With a strong middle class and professional core, the local network of schools - 42nd Street ES, Dublin ES (now known as Bradley Global Awareness Magnet), 54th Street ES, Coliseum Street ES, Hillcrest Ave ES, Audubon MS, Crenshaw HS and Dorsey HS were all
considered safe and trusted schools that would matriculate many noted leaders and achievers of the day. Notable alumni from both high schools include Congresswoman Diane Watson, NFL Player Keyshawn Johnson, Author Earl Ofari Hutchinson, Musician Billy Preston, Singer Marilyn McCoo, Radio Commentator Larry Elder, NBA Player Marques Johnson, MLB Player Darryl Strawberry, and Musician/Actor Ice T among many others.

Over the years the academic performance and reputation of these neighborhood schools has declined and families have increasingly opted to enrolled their children in private or parochial schools as well as charter schools all over the greater Los Angeles area. While housing trends remain constant with new families continue to locate in the area with its proximity to the beach areas, west side communities, downtown LA and quick access to the freeway system, families of school age children do not have quality options for K-12 education. What results is the development of a cycle where “those who can” attend schools elsewhere and “those who can’t” are stuck with chronically low performing schools who remain in perennial Performance Improvement Status, several of which have been in PI status for well over 10 plus years. As residents of this area and members of this community, the CPA team feels strongly that this trend must stop.

Of significant concern are the scores of Coliseum Elementary, Audubon Middle and both Crenshaw and Dorsey High Schools. The matriculation pattern of public elementary, middle and high school for the Crenshaw community offers no option of proven, lasting or consistent success. There is no draw other than necessity for a family to enroll their student in either of these programs. There is nothing inspiring about the possibility of attending a school that has been in Performance Improvement or a state of chronic failure for over a decade. With the student data as it is, the reasonable response of this community is to create a school which offers and delivers more.

Community Preparatory Academy would meet the needs of the community by providing instructional leadership and innovation that is presently missing in our neighborhood schools. A belief in the benefit of culturally and linguistically responsive instruction has long been a stated value of LAUSD as evidenced by the existence of the Academy English Language Program; although the number of implementing schools has dropped significantly over the years. The proposed teaching staff for Community Preparatory Academy have collective expertise in culturally and linguistically responsive pedagogy and instruction (CLR). These are teachers with extensive training and experience infusing CLR throughout their classroom instruction. What CPA would proposes is a solid example of what the students of the community are in need of vis-à-vis an instructional program specifically designed to meet the needs of students of color by teaching to learning strengths and styles, differentiating instruction to meet all ability levels and using home language and culture to bridge and build understanding of the core curricular standards.
By way of example, Coliseum Street Elementary School (Coliseum) is an LAUSD school, self-identified as an “AEMP School” that is currently in Performance Improvement Status, Year 5. Coliseum was targeted for participation in the District’s Public School Choice program, round 4.0 in 2012. A stated goal of Public School Choice is to “ensure success for all students by providing innovative learning opportunities at chronically underperforming schools.” A reading of Coliseum’s Data Summary Sheet highlights concerns around the meeting of AYP goals and creating sufficient and consistent achievement gains to pull the school out of PI status. The Coliseum staff conducted an assessment analysis of the school’s performance data (see Coliseum PSC 4.0 Plan, page 7) wherein they summarized specific school challenges and identified what they believed to be the root causes.

Stated challenges for the school were:
- Chronic Below Basic Math Scores evidencing an increasing gap within grade level skills
- Large number of students with low attendance percentages
- Number of instructional days lost to suspension
- Slow progress in increasing English Language Arts Scores

States causes of these challenges were:
- Teacher turnover
- Teacher absence in upper grades
- Infrequent use of formative assessments to drive curriculum
- Failure to teach to student learning strength and styles
- Absence of differentiated instruction
- Parent attitudes vis-à-vis student attendance and behavior

Informed and involved families within the attendance boundaries of Coliseum Elementary want to see a school that is prepared to address these challenges with a program and plan for early intervention in language arts and math, alternative means to address student behavior that don’t call for suspension, enthusiastic teachers that want to be present each day for the students who in turn inspire the students to be present, differentiated and enriched instruction and opportunities and encouragement for parent involvement. These elements are what CPA proposes to offer in direct response to the climate of our neighborhood school, but also as a larger vision of what should be available in a quality school.

### 2013 Academic Performance Index Data

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<th>School</th>
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<td>654</td>
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### Student Population to be Served

Community Preparatory Academy seeks to attract those families that have left or refuse to enroll their children in our neighborhood schools, those middle class and professional families that have experiences and resources to share with school-age children in terms of mentorship, volunteering and otherwise joining in to make a needed change in our neighborhood. What CPA proposes is to develop a K-12 program, which restores high expectations and academic achievement for the Crenshaw District. A quality educational program would no doubt attract local areas families back to public schools and help rebuild our community.

2010 Census Data

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<tr>
<td>Median Income</td>
<td>$36,883</td>
<td>$38,071</td>
<td>$43,749</td>
</tr>
</tbody>
</table>

*Please see the Appendix for the included chart of the Summary of Surrounding Schools Data

While geographic, national, and socio-economic diversity will be celebrated at CPA, the validation of the indigenous cultural and linguistic behaviors to be honored at the School is what will truly make the program unique. CPA’s educational program embraces the individual and varied cultural and linguistic behaviors of all students and is tailored to meet the needs of those who learn best by “doing”, including but not limited to:

- Students who are high achieving, engaged, self-directed learners and independent thinkers.
• Students who would find greater success in a developmental environment focusing on the individual needs of the whole child – academically, socially and emotionally.
• Students with special needs for whom a Modified Inclusion Model is deemed appropriate and would provide the least restrictive environment.
• English Learners and Standard English Learners who can benefit from CPA’s unique school design.

Parents who are considering enrolling their child at CPA will be invited to attend one of a series of school tours and parent orientations prior to completing the enrollment process to assist them in evaluating whether the school’s educational program is an appropriate option. Tours and orientations will be scheduled in such a way as to accommodate the availability of parents to every extent possible. Community Preparatory Academy (CPA or Charter School) intends to open in September 2014 with approximately 275 students in Kindergarten through Grade 8.

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning out budgets and operations conservatively, the following are our enrollment projections for the term of the charter, with class sizes of 25 students per class:

<table>
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<td>Grade Twelve</td>
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</tbody>
</table>
IV. AN “EDUCATED PERSON” IN THE 21ST CENTURY

Schools like Community Preparatory Academy that have the intention of being innovative and responsive to its clientele are competing against the inertia of traditional schooling. The typical traditional school in the US is still operating under a model intended to prepare our students for factory work in the industrial age, when we need schools preparing our students in terms of college and career-readiness for the future, which is already incredibly technology driven. To be successful in their rapidly changing environment, students must add to the basics of fundamental academic skills the need to:

1. Evaluate and use information rather than simply memorizing facts. They must develop critical thinking, collaborative work habits, and problem solving and technology skills. This is essential in a world where information is currently estimated to double every 3-5 years, and where the traditional manufacturing sector is being replaced by a growing service sector and higher-skilled industries. The U.S. Labor Department states that a large percentage of the jobs available to our future graduates have
not yet been invented. Flexibility and the ability to adapt will be essential in the outlook of students stepping into their future.

2. Build a deeper understanding of the logic and processes of science and engineering that will enhance students’ ability to make informed decisions about the environmental, medical, and ethical issues they will face as responsible citizens.

3. Learn and practice better exercise and eating habits and build a deeper understanding about personal and public health issues and how they affect their lives. This is vital in light of the fact that for the first time ever in this country, average life expectancy is declining.

4. Develop the positive social-emotional skills that are paramount to developing healthy, satisfying personal relationships and successful workplace relationships. The emotional health of many urban students is under constant siege in neighborhoods marked by a weakened social fabric and families battling multiple stressors such as violence, racism, and economic deprivation. It is essential that students graduate having the coping skills associated with more vibrant social participation. It is essential that students develop and experience a sense of agency and responsibility for making their world a better place through personal action in their own communities and beyond.

5. Appreciate and participate in the arts, discovering the joy and personal power in artistic expression. Such practice is recognized as helping to develop and sustain curiosity, wonder, and creativity—all essential to developing the mental agility and willingness to adapt in the face of rapidly changing situations. Understanding the arts also leads to increased knowledge about the world and its people, enabling them to appreciate the richness and vibrancy of other countries and cultures.

6. Learn and work autonomously in order to independently advance themselves by continuing their education and developing new skills on a lifelong basis. Whether college bound or interested in vocational training there is a place for every student to be prepared to experience and demonstrate personal responsibility and success in their chosen path.

We believe using CPA’s three distinct learning components, an educated person in the 21st century will have the following characteristics and skills, which we call ACT:

**Academic Excellence**
Through a student-centric lens and a caring, supportive school culture, CPA will promote a rigorous academic discipline with the highest expectations for every student to be excellent in every way.

**Cultural Appropriateness**
Realizing that success in mainstream culture and academia is related to a level of cultural and linguistic acceptance, CPA will explicitly teach the norm, mores, and expectations of the society at large while at the same validating and affirming the home (or indigenous) cultures and languages of our students for the purpose of building and bridging them to those expectations.

**Technology Driven**
Moving beyond the use of technology as an instructional material to the use of technology as a mode of instruction, CPA intends to transform how students learn through innovation with learning options to meet the needs of all students.
V. A TYPICAL DAY FOR A COMMUNITY PREP ACADEMY STUDENT

From the moment Jamal and Ysenia, 2nd graders at Community Prep Academy, leave their homes this morning, make the 10 minute walk to school and enter the school gates, they are awash in a sense of validation and affirmation that is at the heart of their school experience.

First and most importantly, they feel safe. They each amble down the block from their respective homes in their smartly attired school uniforms and bounce across streets eager to start the day. They do so without fear as they are well aware of the community development program initiated by their school in conjunction with community leaders including the local city councilman, law enforcement, clergy, and activists, that has resulted in safer streets and a peaceful neighborhood.

Ysenia and Jamal arrive on the school grounds alive with an excitement and anticipation that is palpable – an energy that any visitor to the school remarks about immediately upon setting foot on campus. They both head to the cafeteria area for breakfast, enthusiastic that the cafeteria staff has introduced new breakfast and lunch menus with delicious, wholesome meals that are now desired by a majority of the students and have resulted in the number of purchased meals increasing since they were introduced over a year ago.

Having enjoyed the nourishment provided, they discard their trash in appropriate containers and head to the playground, equally excited about what surprises Morning Affirmation will bring. They say hello to the principal – Ysenia getting a hug, Jamal getting a “pound” (fist bump), who is doing yard supervision this morning and knows each of their names and the names of all the other students who have assembled on the yard (as do the other adults doing supervision this morning). Jamal and Ysenia are delighted with the adjustment to the school schedule that has them arriving 20 minutes earlier than before so as to capture time for Morning Affirmation.

They see that three upper grade students have convened, drums in tow, arms and legs akimbo, as they stretch and ready themselves to deliver the Drum Call (call to order) to the school community. They like that the school abandoned the traditional school bell/buzzer as the initial signal to come together in the morning and that, in it’s place, the upper grade students play a contemporary rhythm on an ensemble consisting of a West African Djembe drum, a Conga, and collection of Culoepuya drums (Venezuelan by way of the Congo). They feel the rhythm and it’s calling to them that learning has officially begun.

Ysenia and Jamal can articulate that Morning Affirmation represents an important beginning to their day. They know that it is a time meant to affirm their reason for being at school as a community of learners. They will share with a visitor to the school this morning that “Affirmation” as they call it, is the first formal activity of the day designed to touch their hearts, elevate their spirits, and galvanize the
community around a common theme for that day—be it one of the righteous principles that make up the character development program and ethics process in use at the school, or a relevant and meaningful song, reading passage, poem, speech, dance, etc.

Our two superstars begin Morning Affirmation with the Pledge of Allegiance, then sing James Weldon Johnson’s *Lift Ev’ry Voice*, recite the school poem, *Where There is A Will* (one of a collection of published children’s poems authored by legendary and now deceased rapper Tupac Amaru Shakur), and recite the school’s motto in a familiar call and response discourse: “Aspire…” “I Want!” “Affirm…” “I Can!” “Attain…” “I Will!”

Today’s Morning Affirmation activity is a line dance taught to them by one of the school administrators that requires each member of the community to do the dance together, in step, as *One* – the message to the students being that together, as a unified, committed community, they can accomplish anything they desire. Affirmation has been perfect – serious in its message but fun in its application. And the day has just begun!

As students enter the classroom, the teacher greets each by name, shakes their hand says “welcome” in Español and Yoruba, “Bienvenidos!” and “Ekaabo!”. Students return the welcome phrases to the teacher in like fashion.

Anticipation then builds once more. It’s Ysenia’s turn to lead the Morning Report, an essential classroom structure that, like Morning Affirmation school-wide, sets a tone of readiness, reviewing the days learning goals along with news, facts and fun tidbits to intrigue Ysenia, Jamal, and their classmates.

Ysenia heads to the laptop cart and removes one of the laptops that the school has purchased as part of a ubiquitous computing initiative in which there is technology for every students at the grade level. She connects wirelessly to the Internet and using Google Docs, opens a PowerPoint-like presentation that she has worked on in preparation for the day using the Presentation component of Google Docs web-based software application. Ysenia then leads the class through each element of the Morning Report:

**The Morning Traffic Jam**–Ysenia fires up a popular song that she has received approval from the teacher to play. She has listed on the LCD projector that she had connected to her laptop, instructions for her classmates that during the two and a half minutes that the song is on, to listen to music while they engage in the initial routines of placing their backpack, snack or lunch in the designated area in the room, submit their homestudy to the homestudy basket, and ensure that they have all the needed supplies for the day. During this time students are allowed, encouraged even, to socialize as well, thereby benefitting from a learning environment that is culturally responsive to the sociocentric and interpersonal
learning styles evident in many of the students in the room.

**Morning Proverb:** Next she leads the class in proverb study in Español: *El perezoso trabaja doble*. She reviews the translation – The lazy one works twice – and asks for interpretations from the class. She is delighted when Jamal responds. “Put forth the effort to do things right the first time or you’ll have to do them again.”

**What's in a Name?**: Ysenia has researched West African languages and shares a slide in her presentation that let’s the class know that the day-name of a male child born on Wednesday is Kwaku and the day-name for a female child born on Wednesday is Akua. She then acknowledges and addresses each of her classmates that know that they were born on Wednesday by placing either Kwaku or Akua before their name.

**Fact or Fiction?** : Ysenia asks her classmates to discuss whether the following statement is fact or fiction – you are tall in the morning but shorter at night. Students are surprised to find out that it’s true.

**Wired to The World:** Ysenia states important events in Latino and African American history that occurred on the same date.

**Classroom Agenda:** Finally she displays the agenda that her teacher has developed for the day. She reviews each of the subjects and corresponding learning activities.

Prepared and ready for excellence, Jamal and Ysenia then engage in the days learning in their language rich classroom.

Ysenia and Jamal are engaged in exploration and comparative analysis of two culturally relevant literature titles, *Mirandy and Brother Wind*, by Patricia McKissack and *Gilberto and the Wind* by Marie Hall Ets. The literature study is part of an integrative unit of study incorporating reading comprehension, linguistic awareness and language study, vocabulary development, science incorporating the study of the natural phenomenon of wind, and cultural studies.

In the morning lesson, after reading passages from the two stories, students engage in the “Three Step Interview” discussion protocol that is responsive to the cooperative/interdependent cultural learning style that predominates in the classroom. Ysenia and Jamal are asked to turn to their table partners and take turns asking and answering comprehension questions about the stories. After asking and answering one literal and one inferential question about each of the stories with their partner, students share their questions and answers with the other table partner pair in their collaborative team. The teacher evaluates Patrick and Ysenia and their classmates’ questions and answers using the Pick-a-Stick participation protocol in which the teachers solicits responses and answers by
picking sticks from a group in which each stick represents a particular student. The protocol provides explicit turn-taking practice for students characterized by non-volunteer selection, increased engagement created by the anticipation of being chosen, and is responsive to interpersonal/interdependent preference for learning that is evident in so many learners in the classroom.

Later in the morning Ysenia and Jamal engage in academic vocabulary by building on words and concepts that they already possess. This is done through the use of a Personal Thesaurus that each student adds to and maintains throughout the school year. Afterward, the two students engage in a contrastive analysis language sorting activity in which they identify and sort sentences and phrases extracted from *Mirandy and Brother Wind* according to whether they contain linguistic features of standard English or home language.

Later that day, Ysenia, Jamal, and their peers all use the laptops in the classroom to connect to the internet to research wind turbines, how they are constructed and how they are used to generate clean “green” energy. Students also access videos that focus on wind turbine movies and animations. As they view the videos, they take notes and write questions that arise as they are viewing the pictures, videos, and chart their questions to make public their wonderings about the strange propeller-like contraptions.

That afternoon, the two students benefit from further engagement with culturally responsive participation and discussion protocols infused throughout content area instruction as they are provided experiences in mathematics with gathering data, entering data in a table, and drawing a bar graph; and to demonstrate a strategy for finding the middle (median) value in a data set. Prior to dismissal, Ysenia and Jamal participate in daily reflections in which they reflect on and consider their learning day, what they learned, how they learned it, and whether they managed their efforts and talents to the best of their abilities. Both feel quite positive that today was a good day.

Both students participate in the after school program that offers safe and exciting learning, cultural and recreational activities. They each receive a nutritious snack, get help with their homestudy from volunteer mentors and tutors, and participate in sports and artistic activities. When their parents pick them up that evening and ask each about their day, Jamal and Ysenia have much to share. Their parents are pleased at their children’s eagerness and motivation to return to school as early as possible tomorrow to experience it all over again.
VI. HOW LEARNING BEST OCCURS

A. Research Implications

Based on the premise that the institution of schooling in the US has underserved many populations historically, primarily African American and Latino students, CPA will provide a research-based response to this persistent and disproportionate failure. In general, CPA has developed six learning pillars based on significant research findings around various populations that best demonstrate how learning occurs. The pillars are illustrated in column A with a description summarized in column B of the following Table 1.

TABLE 1: Summary of Learning “Best Pillars”

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Description</th>
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<tbody>
<tr>
<td>Responsiveness</td>
<td>Premises that when students are validated and affirmed based on their cultural and linguistic backgrounds, they are able to thrive academically, socially, and behaviorally in the school setting</td>
</tr>
<tr>
<td>Highest Expectations</td>
<td>Challenging graduation requirements for all students, including a “failure is not an option” mindset</td>
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<td>----------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Resource Access</td>
<td>Highest qualified teachers, best instructional resources and materials, and above standard facilities</td>
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<tr>
<td>Personalization</td>
<td>Individual learning plans for each student</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Highly flexible and customized student schedules and developmentally appropriate learning K-12</td>
</tr>
<tr>
<td>Community</td>
<td>Connectedness to trusted adults on campus, counseling and social services, along with family and community based services</td>
</tr>
</tbody>
</table>

California Education Code Section 47605(b)(5)(A)(ii)

(d) All of the following are state priorities:

(1) The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.

For all pupils and all subgroups, CPA’s goal is to annually have appropriately credentialed teachers properly assigned to every classroom. This is to be accomplished through careful monitoring of teacher qualifications and careful assignment of students to their classrooms.

For all pupils and subgroups, CPA’s goal is to annually give every pupil sufficient access to standards-aligned instructional materials. This is to be accomplished by only purchasing and/or utilizing materials that have been approved by the state department of education as standards-aligned.
For all pupils and subgroups, CPA’s goal is to annually maintain the facility in good repair. This is to be accomplished by adhering to all local, state and federal policies and laws with respect to standards of use and occupancy.

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.

For all pupils and subgroups, CPA’s goal is to annually implement the academic content and performance standards adopted by the state board. This is to be accomplished by aligning and integrating the common core standards into the instructional program, including the instructional program for English learners. Use of all instructional and intervention strategies for English learners will be focused around their alignment and integration with the common core standards for purposes of gaining academic content knowledge and English language proficiency.

(3) Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

For all pupils and subgroups, CPA’s goal is to annually have meaningful and consistent parental involvement. This will be accomplished through the encouragement and inclusion of parents in the operation of student site council and school leadership teams and committees such that parents have opportunity to provide input in school decisions. Outreach for parent involvement will be ongoing and inclusive of parents reflecting all subgroups including students and individuals with exceptional needs.

(4) Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

For all pupils and subgroups, CPA’s goal is to annually have 70% of the
student population demonstrate proficiency on statewide assessments. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students.

(B) The Academic Performance Index, as described in Section 52052.

For all pupils and subgroups, CPA’s goal is to annually meet its target on the Academic Performance Index. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

For all pupils and subgroups, CPA’s goal is to annually have 70% of its students successfully complete courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education or appropriate programs of study. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students as well as by providing ongoing counseling for students in the area of college and career planning.

(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

For all pupils and subgroups, CPA’s goal is to annually have 70% of the
English learner pupils make progress toward English proficiency. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students inclusive of appropriate instructional strategies for English learners and ongoing monitoring and follow-up with as each student progresses through the levels of English language development.

(E) The English learner reclassification rate.

For all pupils and subgroups, CPA’s goal is to have a reclassification rate of 70%. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students inclusive of appropriate instructional strategies for English learners and ongoing monitoring and follow-up as each student progresses through the levels of English language development.

(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

For all pupils and subgroups, CPA’s goal is to annually have 70% of the students passes their advanced placement examination with a score of 3 or higher. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students with special attention and preparation offered to those students planning to take the advanced placement test.

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

For all pupils and subgroups, CPA’s goal is to annually have 70% of the students participate in, and demonstrate college preparedness. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to
accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students inclusive of specific exposure and counseling for college preparedness.

(5) Pupil engagement, as measured by all of the following, as applicable:
   (A) School attendance rates.

   For all pupils and subgroups, CPA’s goal is to annually have an attendance rate of at least 95%. This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of consistent school attendance. Assemblies, rewards and special recognitions will be used to support the value the school community will place on school attendance rates.

   (B) Chronic absenteeism rates.

   For all pupils and subgroups, CPA’s goal is to annually have an attendance rate of at least 95%. This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of consistent school attendance. Assemblies, rewards and special recognitions will all be used to support the value the school community will place on school attendance rates.

   (C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.

   For all pupils and subgroups, CPA’s goal is to annually reduce any middle school dropout rate to less than 1%. This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of consistent school attendance. Home-school contact, personal intervention, assemblies, rewards and special recognitions will all be used to support the value the school community will place on school attendance rates.

   (D) High school dropout rates.
For all pupils and subgroups, CPA’s goal is to annually reduce any high school dropout rate to less than 1%. This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of consistent school attendance. Home-school contact, personal intervention, assemblies, rewards and special recognitions will be all used to support the value the school community will place on school attendance rates.

(E) High school graduation rates.

For all pupils and subgroups, CPA’s goal is to have all students graduate from high school. This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of high expectations and student achievement. Home-school contact, personal intervention, counseling, rewards and special recognition will all be used to support the value the school community will place on high school graduation.

(6) School climate, as measured by all of the following, as applicable:
  (A) Pupil suspension rates.
  (B) Pupil expulsion rates.
  (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

For all pupils and subgroups, CPA’s goal is to annually have a school climate of positivity, respect, pride and achievement such that suspension and expulsion rates are less than 1%.

This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of high expectations and student achievement. Home-school contact, personal intervention, counseling, rewards and special recognition will all be used to support the value the school community will place on the value of community and having a strong and inspiring school climate.

(7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described
in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.

For all pupils and subgroups, CPA’s goal is to provide access to and enroll students in a broad course of student including programs and services developed to unduplicated pupils and individuals with exceptional needs. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students inclusive of unduplicated pupils and individuals with exceptional needs.

(8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

(e) For purposes of the descriptions required by subdivision (c), a governing board of a school district may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to subparagraph (J) of paragraph (4) of subdivision (a) of Section 52052 or any other reviews.

(f) To the extent practicable, data reported in a local control and accountability plan shall be reported in a manner consistent with how information is reported on a school accountability report card.

(g) A governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.

(h) A school district may identify local priorities, goals in regard to the local priorities, and the method for measuring the school district’s progress toward achieving those goals.

For all pupils and subgroups, CPA’s goal is to annually evaluate and report student achievement data for purposes of information and evaluation for the school’s governing body and larger community. This is to be accomplished by disaggregating our achievement date and otherwise conducting quality reviews with results reported to the school’s governing body and larger community of purposes of self-evaluation and program
improvement.

**B. Community Preparatory Academy’s Unique Learning Components**

Community Preparatory Academy instructional philosophy is to use sound, research-based instruction that has proven to be effective with traditionally underserved students. The underlying theory of the philosophy is threefold:

1. Highly effective teaching (instruction) based on Charlotte Danielson’s Framework for Teaching (2011);
2. Culturally and linguistically responsive teaching and learning (Hollie 2011); and
3. Common core standards.

Each of these elements provides a philosophical foundation for the curriculum and instruction at Community Preparatory Academy to be focus around the single most powerful variable related to student achievement – quality teaching. While the curriculum (what we do) is important, it is the instruction (the why and the how) that will make the difference for our students. All teachers or those connected to the classroom will have a serious buy-in an deep understanding of what makes for quality teaching, what is culturally and linguistically responsive teaching, and what are the learning expectations and benchmarks of the common core standards.

The following describes the school’s unique design that reflects how CPA believes learning best occurs. These elements are consistent with the school’s vision, mission and target population and will be carefully aligned to the student performance standards and assessments described in Elements B and C of the Petition.

CPA’s unique school design has three interdependent learning components specifically intended to develop self-motivated, competent, lifelong learners, who are capable of transferring knowledge and skill, and possess the ability to think critically (Academic Excellence). In addition, the schools design components develop character through a global understanding and universal respect for the lifestyles, views and beliefs of others (Emotional Well-Being), and leaders with the capacity to perceive needs and apply leadership skills effectively (Social Responsibility).

Below is a summary of the three fully integrated and mutually enriching learning components, followed by a more detailed description, including the type of curriculum and instruction that will be incorporated within each element to ensure that students become life-learners and develop social and emotional well-being.

i. **Academic Excellence**
CPA offers a curriculum based in four major content areas: English/Language Arts, Mathematics, Science, and History/Social Science. Non-core subject matter includes study of the Humanities, Arts and Physical Education. A workshop-based approach provides opportunities to integrate multiple content areas and for teachers to be responsive to student interests as another means to address common core standards and achieve learning outcomes. All areas of study are developed in alignment with constructivist and workshop considerations.

ii  Emotional Well-Being
CPA equips students’ with the principles that embrace a global understanding and universal respect for lifestyles, views and beliefs of others. Within the emotional well being component, students are taught to resolve conflicts peacefully. This is accomplished through relationship building and by providing students with the skills and knowledge they need to help them lead caring, responsible, and productive lives. All classrooms facilitate conflict resolution techniques as a means to solve problems that arise with and between students and the staff.

iii Social Responsibility
By accessing resources in the community, CPA provides opportunities for ongoing civic engagement and leadership. This increases the students’ understanding of ways to contribute to society. Students collaborate with parents, the community, and teachers to create innovative ways to apply their knowledge in a real-world context. Students will begin to discover the answer to the persistent question of: What is my role in both my immediate and the global community? How can I make a contribution? How do I impact change?

VII. CURRICULUM INSTRUCTION AND DESIGN
CPA follows the California state frameworks for all core curriculum and anticipates the transition to the common core standards. Adhering to this framework with an eye toward the common core standards is the most direct strategy to help students develop competence in skills and mastery of the Common Core Standards for each grade level. Additionally, curriculum is taught strategically in a sequential manner to ensure that students master particular skills and knowledge at designated points in time, building early skills as the foundation for more complex higher-order skills and knowledge. To assess development, the core curricular areas assessments are administered frequently— at the beginning of a unit of study, throughout the unit of study and at the end of the unit of study—measuring student progress toward mastery of the standards and to inform teacher instructional methods and intervention strategies.

Essential to our instructional program are the following principles:

• Allocate sufficient time to attain essential skills
• Introduce new information in manageable and sequential units
• Identify prerequisite skills and build on the prior knowledge of the learner
• Review previously taught skills
• Administer ongoing assessment to inform instruction
• Provide immediate intervention strategies for those students who are not progressing toward the standards.
• Engage in accountable talk where teachers and students press for clarification and explanation, require justifications of proposals and challenges, recognize and challenge misconceptions, demand evidence for claims and arguments, interpret and use each other’s statement

The foundation for CPA’s instructional program is grounded in our setting of a multiage and collaborative learning environment. This supports our curriculum program by providing an interactive workshop based approach, which engages students at a deeper level of interest.

**Multiage Learning Environment**

CPA proposes to group students’ for instruction in Language Arts and Mathematics at the elementary level in a range of up to two grade levels. The practice of teaching students of different ages and ability levels together in the same classroom allows students to progress along a continuum of simple through more complex material at their own rates. This method obviates the stigma that is inevitable when a student is either working below or above grade level. Students will typically stay with the same teacher for two years. This design also creates a learning environment that gives students extra time together to build relationships with each other and their teachers, and also provides an efficient continuum of experience that boosts achievement, learning and emotional well-being. This approach benefits teachers as well, giving them more time to get to know students, to know their needs, and to use longer-term strategies to effectively teach to those needs. The benefits of a multiage setting include:

• Teachers are able to be more responsive to individual developmental stages, ability and interests
• Different levels of ability, development, and learning styles are expected, accepted, respected, and used to design curriculum and related activities
• The environment allows students to learn through active involvement with materials and with each other, with adults, and with other children serving as informal tutors
• Learning materials are concrete, real, and relevant to students’ lives
• Promotion of pro-social behavior by offering stimulating activities and encouraging choices
• A familial setting, which allows teachers to nurture students’ emotional and social well-being
• Students continually work to acquire competence in all areas, moving at their own rates through each aspect of the curriculum
• Improved classroom management as dynamics become clearer and more manageable for teachers.

A. Collaborative Learning Environment

A collaborative learning environment declares that everyone is a learner. In this environment there is a passion for teaching and learning. Teachers become facilitators who know their students’ talents, prior school experiences and needs. This knowledge enables teachers to respect where they are coming from in order to support further learning. For true collaboration to take hold, teachers must create a learning environment that is emotionally, intellectually, and psychologically safe; where learners can acknowledge what they do not know, take risks, and reflect and revise what they know and what they choose to do. Collaboration promotes social and emotional intelligence as students work together. Most importantly, collaborative learning is about exploring the unknown together, beginning with an abundance of questions that challenge assumptions and spark lively discussions. It requires active listening, careful observation of how individuals are responding, and leaving space for silence that can often lead to great discoveries. Lastly, a collaborative learning environment allows everyone to learn how to think on his or her own, interpret information, and think through problems.

The distinctive characteristics of CPA’s instructional setting are:
• Multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards.
• Balance of whole class, small group and individual settings flexible enough to meet the varying needs of individual students, including a modified inclusion model for students with exceptional needs who are capable of benefiting from CPA’s unique school design.
• Multi-sensory learning opportunities that honor and encourage the use of multiple intelligences and various learning styles.
• An interdisciplinary and workshop approach, taking place both on campus and in the community.

Academic Excellence Component

Literacy Curriculum Overview
CPA proposes to implement a balanced literacy approach to instruction in English/Language Arts. A balanced literacy program includes read alouds (reading to students), shared reading (reading with students), guided reading (reading in small groups), independent reading (reading by students), literature circles/book clubs, shared/interactive writing, and independent writing, word study (phonemic awareness). Included is a conference approach, between student and teacher and between peers, to the learning of reading and writing. The intent is to understand a learner's individual abilities and misconceptions in these areas in order to provide instruction towards meeting grade level standards. CPA also recognizes that literature is a necessary component in any balanced literacy program. Therefore, the School plans to provide ample high quality classroom libraries for student use and teacher instruction. Literacy curriculum is congruous with the English Language Arts California state standards.

CPA teachers will implement a comprehensive balanced approach to literacy, allocating a daily block for each classroom K-8. The balanced literacy program is composed of Reading Workshop, Writing Workshop, Instruction for Phonics (primary grades), Vocabulary, and Spelling. For those students receiving intervention, additional time is allocated in the afternoons, after school or at home in the area of literacy.

**Reader’s Workshop**

CPA proposes to utilize Teachers College Reading and Writing Project (TCRWP), Columbia University, to support expert literacy instruction through research, collaboration, and professional development. The Reader’s Workshop approach consistently incorporates multiple instructional methods to ensure students are proficient in the critical area of reading. CPA recognizes the importance of laying the foundation for literacy development for all students. In the Reader’s Workshop, teachers provide direct and explicit-strategy instruction balanced with independent reading time. These structures and methods remain mostly consistent across the school year and from kindergarten through 8th grade because they are effective teaching practices that can be adapted to the instructional level described in the Common Core Standards. The School strives for all students to develop a love of reading and become readers for life by fostering an ongoing pursuit of knowledge. CPA recognizes the importance of providing opportunities for independence, and the value of clear and high expectations. This love is developed through our consistent approach in the Reader’s Workshop across the grade levels.

**Writer’s Workshop**

CPA proposes to utilize Teachers College Reading and Writing Project (TCRWP), Columbia University, to support expert literacy instruction through research, collaboration, and professional development. Lucy Calkins “Units of Study” are implemented in the Writer’s Workshop as specific, effective strategies for the teaching of writing. The Writer’s Workshop instructional model engages students in learning the craft of writing. The development of individual writing styles and understanding of formal conventions of the English language are both
addressed in this model. This model is a sequential approach where the students progress through the stages of the writing process (prewriting, drafting, revising, editing, and publishing). There are specific units of study for each grade-level, to guide instruction and the teaching of multiple genres of writing and strategies inherent in composing effective writing.

**Word Study**
The instructional strategy teachers will employ to develop phonics, vocabulary, and spelling ability among students is a process called “Word Study”. In word study, teachers guide students to examine words to discover the regularities, patterns, and rules of English orthography needed to read and spell. Word study groups meet daily as part of the designated literacy instruction time block and are embedded throughout the balanced literacy program. Both heterogeneous and homogenous groupings are structured so that students receive instruction at both individual and grade levels. Student performance on a standardized spelling assessment guides teachers in evaluating student progress through each developmental stage. These stages are as follows: emergent, letter name-alphabetic, within word pattern, syllables and affixes, and derivational relations.

**Mathematics Curriculum Overview**
Key features in CPA’s approach to the teaching of mathematics include problem solving for everyday situations, developing readiness through hands-on activities, establishing links between past mathematical experiences and explorations of new concepts, sharing of ideas through discussion, cooperative learning through partner and small group activities, practice through games, ongoing assessment, and a home-school partnership. Common Core Standards in the area of Mathematics for the grade levels served will guide content addressed.

Teachers will create a ‘math workshop’ environment where students receive instruction from the teacher in small groups and have ample time to work independently on refining their basic skills such as addition, subtraction, multiplication and division. CPA will continue to provide mathematics instruction every day. The Everyday Mathematics and Mathscape Mathematics programs provide the structure and framework of the School’s Math Curriculum.

**Everyday Mathematics**
CPA proposes to utilize Everyday Math as the nucleus of its mathematics program in kindergarten through fifth grade.

Teachers will engage students with math applications in small (8-10 students) grade-level groupings. Throughout small group instruction the teacher uses various learning techniques to engage different types of learners. The teacher uses “manipulatives” to help the students go from abstract to concrete thinking and understanding. Additionally, small white lapboards are used during small
group instruction to engage with the students in an interactive math group. This enables both the teacher and the students to quickly monitor their understanding of the mathematical concept and re-teach as necessary. The teachers engage the students in discussions about mathematics. During the lesson students engage in hands-on practice while the teacher circulates around the small groups interacting with the students, checking for understanding, and re-teaches the concept when necessary. The content covered corresponds with the grade level standards and the specific activities used to address the standards are multi-leveled.

**Mathscape Mathematics**

CPA proposes to utilize Mathscape Math as the nucleus of its mathematics program in grades six through eight. This curriculum gives student's concentrated practice in basic skills while continuing to deepen their critical thinking skills. All middle school students have a minimum of 90 minutes math instruction each day, and for those students who need additional instructional time, a one hour block of math time is provided during the extended day program. The middle school math curriculum will continue to fulfill the necessary components of mathematics as set forth by the California Framework. Direct, systematic instruction in arithmetic, pre-algebra, geometry, and algebra are covered. The School will offer the recommended and required algebra courses for seventh and eighth grade students to ensure advanced mathematics courses are taken in high school. The instructional approach is systematic so that there is coherent understanding to the ascending levels of math.

**History/Social Science Curriculum Overview**

The California History Social Science Framework delineates three “Goals and Curriculum Strands” that bridge the grade levels K-12: Goal of Knowledge and Cultural Understanding, Goal of Democratic Understanding and Civic Values, and Goal of Skills Attainment and Social Participation. At each grade level these strands are represented by state standards. At the K-5 level, teachers use real literature and primary sources to teach and to inform understanding of the grade level standards and at the 6-8 grade level they use textbooks as resources, real literature, critical essays, and primary sources to inform understanding at teach the grade-specific standards.

**Science Curriculum Overview**

CPA believes that science is an active, thinking-focused enterprise. We believe that scientific knowledge advances when learners observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into an established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). CPA contends that the best way for students to appreciate the scientific enterprise, to learn the essential and necessary scientific
concepts, and to develop the ability to improve scientific thinking is to actively construct ideas through their own.

The School proposes to implement FOSS (Full Option Science System) kits for science instruction in grades K-8. FOSS’ philosophy is aligned with that of CPA with the understanding that learning is an active process and that science is therefore best learned “by doing.” The FOSS program is a long-term science curriculum that spans over the grades and helps students learn new concepts and develop new skills each year, while building on the fundamental skills and knowledge acquired from previous exploration and experimentation. It is designed around and in accordance with the Common Core Standards and Science Framework, ensuring that all students have a rich experience in science.

CPA’s Science program will grow and be supplemented with field research programs and hands-on field trips, such as local outings to JPL and the California Science Center to intensive 3-day interactive geology studies and research experiences. The School is committed to continued development and improvement of its science program with the help and collaboration of the school arts program.

Humanities/Visual Literacy Curriculum Overview

CPA’s art education will be a school-wide, K-8 arts program, which implements standards-based visual arts instruction and Art Studio classes, as well as weekly music classes in music theory, chorale, and instrumentation.

Instruction and exposure to a variety of arts disciplines are vital to a child’s education, providing a common core of knowledge that helps students appreciate and understand history and cultures, develop critical and creative thinking, and aids them in problem-solving and self-esteem. Methods of arts instruction are based on experiential, reflective, child centered activities. Students are challenged to understand the language, history and context of the visual arts and to link art with larger social and historical developments. We invite students to explore the power and impact of the visual image as a new language. They analyze the work of various artists, evaluate the message and impact of those works and understand how those works built upon, or were counter to, the philosophical and artistic ideas prevalent at the time the art was created.

CPA’s Arts Program is envisioned to be sound and successful, with the support and direction of a School Arts Committee, a parent-initiated oversight committee that allows for parent and staff collaboration to guide arts instruction at the School.

Technology

CPA recognizes that technology is an integral part of our world today and computers and other technology should not be viewed as add-ons but as tools that are a vital part of a child’s learning experience. The school will utilize
technology as a learning tool to help students find, evaluate, organize, synthesize, and communicate information. Technology will enriches our workshop-based approach, supports in-class learning, and is an essential tool for teaching information literacy, critical thinking, independent and life-long learning and social responsibility.

Computers are the perfect tools for engaging students as self-directed learners and problem solvers. Technology also has the ability to empower students by offering them access to real data and authentic problems to work through. With the enormous amount of available information today, CPA recognizes it is imperative that students learn how to be information managers rather than an information collector. We envision a student-centered online community where each student has their own blog for posting their own multimedia work and in-class writing samples and publications. Students will also be able to join online discussions led by teachers or other students. To connect with our larger mission, technology will be used to foster independent learning, offer individualized instruction, provide interactive hands-on experiences, and support our interdisciplinary thematic framework and teach important skills necessary to succeed in the 21st century.

**Rites of Passage**

In many traditional cultures, rites of passage ceremonies served the community by supporting and recognizing individuals’ unique gifts and potential for the eventual benefit of the entire community. At Community Preparatory Academy we affirm this same principle offering our students a *Rites of Passage* Program that provides them with academic support and an anchoring in their cultural history and values, so they are equipped with the necessary social, emotional and academic preparedness for the 21st century. Our *Rites of Passage* Program focuses on moving our students forward as a community of learners, by supporting all areas of their lives, which include social, emotional and academic, while emphasizing self awareness, community responsibility and acknowledging students distinctiveness and accomplishments.

CPA’s *Rites of Passage* program begins in the summer and continues throughout the school year. Every year our 5th through 8th grade students will engage in a 4-week summer session focusing on academic development, building leadership skills, community awareness and citizenship. During the summer session, students will prepare for the upcoming year by enhancing their skills in the content areas of Language Arts and Math while learning how to excel in the classroom to accomplish their academic goals. Technology will be used to support and enhance the learning experience while teachers facilitate and foster students developing their own sense of wisdom to deal with the challenges they may face in the future. During the school year, the *Rites of Passage* program will continue. Students and teachers will meet twice a month after school, steadily
moving students closer to their vision of their role in the larger society and to continue solidifying their academic, social and emotional success.

**Emotional Well-Being Component**

CPA is dedicated to ensuring that students receive adequate physical fitness. We propose a Wellness component to our fitness program through a Harvest of the Month program that teaches children about California grown fruits and vegetables, is linked with California state educational standards, gives nutrition information, and is a hands on program. Studies indicate that early education in the fundamentals of nutrition and physical fitness are beneficial. CPA recognizes that physical wellness directly impacts learning and students’ emotional well being, which are both key elements of our charter. Physical wellness encompasses nutrition education, promotion of and access to healthy nutritious food during the school day, and adequate physical activity. In addition, Fitness and Wellness teaches early prevention of lifestyle related health issues.

CPA will be proactive in promoting fundamental health awareness early on, and establishing exercise habits that are a vital part of emotional and social well-being which are both central to our charter.

**Advisory**

“Advisory Groups” are proposed for our middle school students (6th-8th) to support their academics, stages of development, and their social and emotional growth. They will meet daily in small groups providing mentoring, relationship building opportunities and academic support. Advisory creates a personalized school environment that allows students to learn more about themselves and each other, and develops an atmosphere of trust and support between teachers and peers.

It is our intention to support and nurture middle school students as they deal with the social, physical, and emotional factors during this developmental stage of their lives. We will offer Advisory as a means to guide our students through early adolescence through the intervention strategies of yearlong team building activities and opportunities for peer mentoring.

**Conflict Resolution**

CPA staff will receive training on conflict resolution strategies that will benefit the development of our school community. All students will be taught to resolve conflicts peacefully. All classrooms will facilitate conflict resolution techniques as a means to solve problems that arise with and between students and the staff. The School will implement a Peace Path at the K-3 level and a Peer Mediation program at the 4th-8th grade level.
**Peace Path**

K-3 students are taught to resolve their conflicts through asking three questions to each other and finding a solution:

- “What’s wrong?”
- “How do you feel?”
- “How will we solve this problem?”

**Peer Mediation**

Peer mediation is a demonstrably effective youth leadership model. In peer mediation programs, trained students help other students to resolve their differences when a conflict is brewing or has already occurred.

Peer mediation recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence in their school.

**Social Responsibility Component**

CPA defines social responsibility as an individuals’ ability to perceive social needs and global concerns and to apply leadership and problem-solving skills to achieve positive change in their world. CPA holds firm to the belief that social responsibility helps students understand that behaving ethically and increasing awareness and sensitivity toward social, cultural, and environmental issues can allow for a positive contribution to society.

CPA will engage in efforts establish community outreach, and to create opportunities for students to engage in service on a local and global level. Through a yearly implementation school-wide service learning projects, CPA students will dialogue, research, learn, and seek opportunities to engage in and develop real-world understandings on a global level. Instructional activities take place in the classroom setting, including indoor and outdoor environments, and in the community at various neighboring public facilities and community partners. These include but are not limited to local public libraries and recreational and civic centers. By accessing resources in the community, the School will be a “Classroom Without Walls,” providing opportunities for ongoing civic engagement and increasing the students understanding of their contribution to society. The Classroom Without Walls component, however, is not only about bringing our students out into the community, it is also about bringing the community to our students, and establishing a continuum of learning throughout each child’s day through partnering with parents, teachers, and the community.

CPA will support and empower students through collaboration with parents, volunteers and staff to create innovative ways to connect with the broader community and apply their knowledge in a real-world context, in order to answer the driving question: What is my role in both my immediate and the global
Community Preparatory Academy

CPA’s commitment to our Social Responsibility Component will continue to help students:

- Understand the relevance of what they are learning in school and apply the knowledge and skills to the world outside the school.
- Remember and use the content information and skills that they learn in class.
- Have an improved understanding of their role as citizens in a democratic society.
- Understand that every community has needs that are often unmet and learn how to identify and support those needs.
- Develop an ethic of providing service to others and to their community.
- Understand that working with other people as a team is often an effective way of addressing issues and solving community problems.
- Reflect on their experiences and on the effect of those experiences on the lives of people served or on their own lives.

**Transitional Kindergarten**

As a result of the passage of SB 1381 on September 30, 2010, all California public schools are obligated to offer Transitional Kindergarten (TK) as a component of the elementary school instructional program beginning with the 2012-2013 school year.

Transitional Kindergarten is the first year of a two-year kindergarten program. In the second year, TK students will participate in traditional kindergarten. There is a three-year window of change to kindergarten entry dates.

Transitional Kindergarten eligibility ages are as follows:
- 5 years old between November 2, 2012 through December 2, 2012 for the 2012-2013 school year
- 5 years old between October 2, 2013 through December 2, 2013 for the 2013-2014 school year
- 5 years old between September 2, 2014 through December 2, 2014 for the 2014-2015 school year

The goal of the Transitional Kindergarten program is to provide our youngest students with a readiness year that is developmentally appropriate and will better prepare them for success once they enter traditional kindergarten.

An integrated, experiential curriculum will be foundational and standards-based; organized around big ideas, themes and sub-topics; enhanced with interest areas and learning centers.
The curricular approach will be to promote oral language and communication; personalized instruction; provide focused enhancements for English Language Learners; Value and support home language; and provide access to inform instruction.

VIII. PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING (Below Grade Level)

Community Preparatory Academy proposes to utilize a multi-tiered, systematic approach within the Response to Intervention (Rti) Framework to close the achievement gap by allocating a progression of varied resources characterized by increasing intensity and focus to academically low-performing students.

Community Preparatory Academy will employ school wide screening to identify students’ performing below grade level. The assessment strategy for identifying this subgroup is based on examination of their Individualized Learning Plan (ILP) folders and standardized test scores in English Language Arts and/or Mathematics.

The ILP folders include systematic progress monitoring utilizing diagnostic assessments, authentic assessments, and student work products administered and collected periodically.

Standardized test scores will be administered in Kindergarten through 12th grade—Kindergarten and 1st grade will be administered the Stanford Achievement Test 10th Edition (SAT-10). Grades 2-12 are assessed on the California Standards Test (CST).

Timely identification of struggling students is critical to diagnosing why they are underperforming and to prescribing appropriate and effective intervention. Initial school wide screening will occur at the beginning of each school year based on faculty review of Individual Learning Plans and standardized test scores from the previous Spring test administration. Intervention teams will continue to identify students who are performing below grade level throughout the year using ongoing, periodic assessments and monitoring and review of benchmarks outlined in their Individualized Learning Plan (ILP).

CPA will offer the full range of intervention strategies possible to all students in need of intervention. If a student is not progressing toward the standards and is between 1.5 and 2.0 grade levels below proficiency, the student will automatically move to the second level of intervention.
Tier One Interventions

• Differentiated instruction
• Additional instructional time
• Flexible groupings
• Additional exposure to the information and language being presented in the lesson
• Progress reports to parents/guardians
• Planner checks
• Paraeducator support
• Focus on accelerating student progress and meeting student needs

Tier Two Intervention

• Students not progressing with Level 1 strategies are moved into Level 2 strategies.
• Extended day program for tutoring
• Assistance by paraeducator, teacher and/or instructional specialist both inside and outside of general education classroom
• Counseling
• Parent meetings
• One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
• Peer tutoring
• Additional Focused assignments

Tier Three Intervention

• Formal SST held to determine whether there is a need for formal assessment for Special Education or 504 Plan.
• Special education classes or 504 Plan providing academic support and learning strategies
• Special education/general education collaboration for instruction and assignments

Student Study Team: CPA recognizes that there are students who may need additional support within the classroom both academically and behaviorally. The school requires that the teacher make the best use of their resources in the general education classroom before referring a student to Special Education Services. The school may have a Student Study Team (SST) consisting of all or some of the following: the child’s teacher, the parent, inclusion specialist, psychologist, and Principal. The purpose of the team is to meet and to assist the child rather than immediately placing him or her in Special Education. It is the intent of the SST to act as a resource when intervention assistance is sought. The SST may suggest regular program interventions and/or support services available to all students.
IX. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

The process for identifying students who are academically high achieving is similar to the process for identifying academically low-performing students. In order to provide programs and curriculum for academically high achieving students the School will offer a continuum of approaches and options that can meet a wide range of abilities, interests and learning styles. CPA’s multiage environment, block scheduling, advisory periods and workshop-based approach will assist high achievers to develop and pursue extensions of what is being taught through use of the computer lab, extended homework assignments or multi-level projects. Utilizing a small, personalized environment, CPA teachers will be able to move students in and out of groups, allowing high achievers an opportunity to mentor.

CPA will implement a screening and enrichment program to support gifted and talented students. Criteria for participation will be as follows:

Gifted/High Ability Program
Students in grades 3-8 who are verified as meeting one of the following criteria:

1. Demonstrated ability in each of four critical-thinking and problem-solving skills in their primary language.
   - Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity.
   - Formulate new ideas or solutions and elaborate on the information.
   - Use alternative methods in approaching new or unfamiliar mathematical problems.
   - Use extensive vocabulary easily and accurately to express creative ideas or demonstrate creative ideas nonverbally.

2. National stanine scores of 7 or above in total reading and total mathematics on standardized tests.

Screening in the Primary Grades
CPA will implement a primary screening program in Grades K-2 as a means of developing the talents and abilities of primary students. Students who appear to have potential will be clustered for instruction and intervention. The intent of the screening program is as follows:

- To screen and provide documentation of abilities for students from underrepresented populations, e.g. EL, underachieving, girls, highly gifted, etc.
- To develop basic skills at a rate appropriate to the participants capabilities
• To strengthen each child’s potential for creative thinking, critical thinking, and problem solving
• To recognize and nurture intellectual, physical, social, and emotional needs of potentially gifted/talented students
• To involve parents in the observation and assessment process and have them participate in program planning and evaluation.

Able, Underachieving Students
CPA will implement a screening program for students in Grades K-8 who are able, but are not achieving because of educational, cultural, linguistic, or socioeconomic factors. This program will provide selected students with supplemental services such as intervention, direct instruction, or participation in special arts-related activities. This program is not intended to serve the student who is achieving, but is designed to serve the student in need of specific attention to tap into their unique skills, talents, and/or interests.

Criteria
These students exhibit high levels of cognitive potential, such as rapid insight into cause/effect relationships or the ability to absorb information rapidly, but are not achieving for one or more of the following reasons:
• Lack of basic skills
• Little exposure to higher-level thinking strategies
• Inconsistent pattern of school attendance
• Limited second-language acquisition skills
• Minimal exposure to social, cultural, or educational resources
• Limited opportunity to develop oral and written communication skills.

Creative Talent
In recognition of a student’s multiple intelligences according to the research of Howard Gardner, talent and ability in the arts are viewed with equal importance to academic skills. Thus, CPA will also screen students in the following areas:

Performing Arts Ability: Dance, Music, Voice, or Drama
Candidates will select one discipline per audition, but will not be limited in the number of auditions they participate in. Benchmarks include:
• Students who originate, perform, produce, or respond at exceptionally high levels in either dance, music, voice, or drama
• Evidence of quality participation, great interest in the arts; creativity; divergent thinkers; awards of outstanding achievement and recognition.
• Documentation of outstanding ability or the potential for such ability as evidenced by parent and student questionnaires, or
• A pattern of creative ability or an indication of the potential for such advanced ability.

Visual Arts Ability: Drawing and Painting
• Students who originate, perform, produce, or respond at exceptionally high levels in drawing or painting
• Evidence of quality participation, great interest in the arts, creativity, divergent thinkers, awards of outstanding achievement and recognition
• Documentation of outstanding ability or the potential for such ability as evidenced by parent and student questionnaires, or
• A pattern of creative ability or an indication of the potential for such advanced ability.

Classroom Instruction/Intervention
Classrooms instruction will present a program of differentiation designed to meet the needs of all students within the classroom. Engaging activities designed to provide students with opportunities to explore their individual skills and talents are the starting point. The instructional program is designed to utilize higher order thinking skills, independent investigation, collaboration, and student choice. Recognizing that a full range of abilities may be represented in a classroom, the teachers are knowledgeable about differentiation strategies, and are adept at making modifications in the their instruction based on assessment of student work to meet the needs of all students within the classroom. Each teacher will be instructing from a standards-based curriculum differentiated to meet learning needs and address learning styles of participating students.

X. PLAN FOR ENGLISH LEARNERS

English Learners will have full access to CPA’s educational program. The School is committed to assisting EL students in successfully achieving English language proficiency at the fastest possible rate. CPA will employ a systematic and strategic approach for strengthening and accelerating the academic achievement of English Learners (EL) so they can successfully acquire the English language and transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP).

CPA will use the California English Language Development Standards as a guide to ensure that all students move toward full fluency in English. Specifically, CPA will provide English Learners a Sheltered English Immersion Program. Under this program, students are enrolled in a regular class and receive core instruction in order to reach English fluency. CPA will utilize “Moving Into English” as its core ELD curriculum to support English Learners. All instruction will be relevant to skills and content presented in other content areas, with particular emphasis to
language arts. Instruction will focus on non-transferable skills, functional vocabulary, and pre-teaching information that will support the students throughout the school day. CPA will hire CLAD certified, experienced teachers to work with EL students and/or to train teachers to serve these students appropriately. The School’s goal is to ensure a quality EL instructional program that enables our EL students to attain English proficiency, achievement in all academic subject areas, and to have full access to the range of educational opportunities envisioned for all students.

**Required Language**

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

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

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

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

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

**Home Language Survey**
CPA will administer the home language survey upon a student’s initial enrollment into the School (on enrollment forms).
**CELDT Testing**

All students who indicate that their home language is other than English will be given the California English Language Development Test (CELDT) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. Based on the CELDT results, CPA will determine which students are English Learners. CPA will use annual CELDT data, teacher assessments, writing samples, and CST scores in ELA to determine EL student levels and reclassify English Learners as English proficient when appropriate. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including but not limited to the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the school’s reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

CPA will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be

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1 The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**Strategies**

To ensure that our EL students are able to fully participate in the school’s Academic Excellence component while transitioning to Fluent English Proficient, various strategies will be employed including methodologies in English Language Development, SDAIE and SIOP as part of the core curriculum in addition to the use of immersion and sheltered English (refer to the Appendix item, “Guiding Principles for Education English Language Learners” for more discussion). CPA recognizes that EL students are entitled to participate in regular education and are entitled to related instructional materials and supplies. To ensure that the school effectively assists EL students in a successful transition from LEP to FEP status, the School will:

- Maintain English Language Development (ELD) folders for each student to ensure monitoring of benchmark growth of at least 1 ELD level each academic year. Each ELD student will have a folder containing, their CELDT scores, English Language Development Standards (per their level), writing sample to determine their progress and their “Moving Into English” unit reviews and assessments. Yearly, teachers will track students ELD progress through their ELD folders to determine when a student is ready to re-take the CELDT in order to be re-designated as R-FEP. Reclassification of English Language Learner students should occur yearly as discussed herein.

- Support English learners in the classroom by placing students in classrooms with a qualified teacher who possesses the appropriate qualifications, such as a CLAD or its state recognized equivalent.

- Seek to offer services in the home language (as appropriate) while students are transitioning to English language proficiency.

- Make ongoing professional development opportunities available to all teachers focused on research and best practices in second language acquisition so they become skilled in meeting the needs of EL students.

- Ensure that instructional materials for EL students and curriculum frameworks and standards are aligned.

- Carefully monitors the progress of EL students by using the California English Language Development Standards.

- Attend the Intensive Literacy Intervention for at least 30 minutes daily.

- Create opportunities for EL students to present projects to peers and community members in a public forum

**Learning Strategies**

In addition to the major program design features at Community Preparatory
Academy that support students who are English learners, teachers at CPA will employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners)

**Six Key Strategies for Teachers of English-Language Learners**

1) **Vocabulary and Language Development**
   i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.
   
   ii) Teachers will build on student’s background knowledge.
   
   iii) Classrooms will reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2) **Guided Interaction** (collaborative learning)
   i) Teachers will structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
   
   ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
   
   iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.

3) **Metacognition and Authentic Assessment**
   i) Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
   
   ii) Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
   
   iii) Teachers will “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

4) **Explicit Instruction**
   i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete
classroom tasks.

5) Meaning-Based Context and Universal Themes
   i) Teachers will incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
   ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.
   iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6) Modeling, Graphic Organizers, and Visuals
   i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as Thinking Maps), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

Sheltered Instruction / Specially Designed Academic Instruction in English (SDAIE)
Similar to differentiated instruction and universal design, sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English language learners. The teachers at Community Preparatory Academy will engage in the following practices to support universal access of subject matter content for all students

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

As such, teachers will implement Strategically Designed Academic Instruction in English strategies in classrooms throughout the school. CPA teachers will have or receive professional development during the Summer Teachers’ Institute as well as follow-up sessions at least once every other month, with additional opportunities for those who are interested/identified by school leaders as needing additional training, regarding the following strategies for working effectively with students who are English learners:

*Modified speech*
- slower speech rate
- clear enunciation
- controlled vocabulary
- use of cognates
- limited use of idiomatic speech
- words with double meaning defined

*Contextual clues*
- gestures and facial expressions
- meaning acted out
- color-coded materials/ graphic organizers

*Multisensory experiences*
- realia, props and manipulatives
- audio-visual materials
- hands on activities and demonstrations
- overhead transparencies and similar projection technologies

*Comprehensible input*
- graphic organizers (maps, charts, graphs)
- word banks with picture clue
- bulletin boards
- explanation of word origins (etymology)
- use of examples and analogies

*Frequent comprehension checks*
- questions asked about details
- eliciting responses through various modalities (write on white boards, thumbs up/down, etc.)

*Formative assessment*
- confirmation checks
- clarification requests
- repetitions
- expansions
- variety of question types

**Summative assessment**
- mastery assessed using a variety of modalities
- review of main topics and key vocabulary
- resulting product shows mastery of key concepts and synthesis of information

**Appropriate lesson design**
- student fluency level is reflected
- evidence of scaffolding
- listening and speaking activities precede reading and writing activities
- reading assignments include pre-reading, during reading, post-reading activities
- writing activities preceded by pre-writing
- use of cooperative learning groups
- accessing prior knowledge
- appropriate pacing
- modeling of activities
- specific learning strategies or study skills are taught and modeled
- text adaptation
- emphasis on higher order critical thinking skills
- provision of native language support when possible
- extension/debriefing activities included

**Content-driven**
- rigorous core curriculum (not watered down)
- key topics organized around main themes
- topics appropriate to grade level

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

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

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

**Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.
II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

**Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include: Comparison-Contrast Matrix – Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied. Flowcharts – Students sequence important events in the development of the Greek culture. Cause and Effect Chart – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

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

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

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

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

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

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

XI. STUDENTS WITH DISABILITIES

Central to providing the appropriate educational experience is CPA’s use of an inclusionary model in both identifying and serving the needs of all students. We recognize that students will come to the school with a full range of learning strengths and weaknesses. CPA is committed to the appropriate identification of these needs and where feasible, the adaptation of the curriculum to allow for every student to experience success. Our goal is not to label the child, but to label phenomena with which any of our students may be contending in order to provide appropriate learning opportunities and access to curricula.

Special Education Strategies for Instruction and Services

Students must be educated with their non-disabled peers to the maximum extent appropriate. Because each student may require different kinds of tasks for instruction and services, the educational strategies should be built around the student’s needs and how these fit within the general educational program of the
school, offering mainstream classes and appropriate services to meet student needs as discussed herein.

Assurances
CPA provides the following assurances with respect to the education of its students:

- That it will comply with all Federal, State and local legal requirements, and will otherwise develop policies and school processes that bring together the parent/guardian, student, and school personnel to address any problems that interfere with a student’s success in school.
- That all students with disabilities will be accorded a Free, Appropriate, Public Education (FAPE) in the least restrictive environment (LRE).

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

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

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2014-2015 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2014-2015 school year, all District-authorized charter schools, other than those that have previously executed an
Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

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

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which are designed to capture all District student data.
Charter School Special Education Responsibilities
CPA will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and any related local regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). CPA will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

CPA will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for enrolled students.

CPA will adhere to all applicable Los Angeles Unified School District policies and procedures regarding special education.

If required, CPA will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter accurate assessment and IEP data into any District’s designated data system (in accordance with LAUSD polices and procedures. The school will maintain copies of assessments and IEP materials for district review. CPA will submit to the District all required reports in a timely manner as necessary to comply with state and federal requirements.

CPA will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). CPA will participate in a regular internal validation review.

CPA is responsible for the management of its special education budgets, personnel, programs and services. The school will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

CPA will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the school. CPA may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from the District, subject to availability and on a “fee-for-service” basis, by submitting written requests to the appropriate district office. CPA may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Subject to further discussion and/or MOU if necessary, for students transferring to CPA from District schools or District affiliated charter schools, CPA will provide those related services required by the students’ IEPs upon the students’ enrollment. However, to allow for a smooth transition to independent charter
schools, the District shall continue to fund services for those special education students enrolling in independent charter schools who have been receiving non-public agency (NPA) services from the District for thirty (30) days after enrollment. This will allow CPA time to conduct an IEP team meeting and to execute contracts as necessary to facilitate the students’ transition to the school. If necessary and where feasible, a District special education representative may participate in a student’s first IEP meeting at CPA to assist with transition issues.

For students transferring to CPA from other school districts, the school shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. CPA will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

Upon parents request for assessment, CPA will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. CPA shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The school will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and/or District timelines.

Subject to further discussion and/or MOU, if necessary, in the event that CPA is unable to provide an appropriate placement or services for a student with special needs, the school will contact the District to discuss placement and service alternatives. Charter School IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of CPA, including but not limited to placement at a District school or at a non-public or private school, will be considered. If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity without District representation on the IEP team, CPA will be fully responsible for the quality of the program and for any costs incurred for such a placement.
CPA will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The school’s general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the school. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

CPA shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

CPA will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student’s IEP. The school will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. CPA will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures, if applicable.

CPA will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, the school will convene a manifestation determination IEP. CPA will collect data pertaining to the number of special education students suspended or expelled.

Special Education Local Plan Area (SELPA)
Public Charter schools are deemed to be public schools for purposes of special education. As such, CPA may serve as its own LEA for Special Ed purposes. It may decide to join the Southwest SELPA for the provision of services to enrolled students with special needs. Should CPA not join the Southwest SELPA for the provision of services, the school will provide services to students as discussed herein through the hire of teachers or independent contractors with the appropriate licensing and credentials to do such.

Special Education Funding
CPA shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). The school shall keep daily attendance for each student, which shall be reported and certified according to District policies and procedures. If applicable, the
school may request specific related services on a fee for service basis contingent on District’s available resources.

The MtI > MFI MODEL

For students with exceptional needs for whom Community Preparatory Academy’s innovative educational program is determined to be appropriate and delivered in the least restrictive environment, it is the school’s intent to provide special education services within what we refer to as MtI > MFI: Multi-tiered Intervention to Modified Full Inclusion model. Consistent with Education Code Section 5636 and the Individuals with Disabilities Education Improvement Act (IDEA), appropriate designated instructional and related services are provided, consistent with the student’s Individualized Education Plan (IEP). Community Preparatory Academy’s MtI > MFI will provide a continuum of options based on a balanced model that includes the best elements of accepted research-based approaches to identifying and serving special needs students. This program is developed and implemented with the goal of ensuring that special needs students are able to meet state content and performance standards according to the requirements of their IEP.

The 2004 IDEA regulations and subsequent 2006 amendment provided significant changes to how students with Specific Learning Disabilities (SLD) are identified and found eligible for special education services. Specifically, it determined that states’ use criteria for determining if a child has a SLD that:

1) Must not require the use of severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability as defined in §300.8 (c)(10);

(2) Must permit the use of a process based on the child’s response to scientific, research-based intervention; and

(3) May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability as defined in §300.8 (c)(10); (IDEA, 20 U.S.C. §1414 (b)(6)(A)

Community Preparatory Academy’s MtI > MFI model is rooted in items 2 and 3 (in bold text) above and specifically represented in the approaches known as Response to Intervention (Rti) and Processing Strengths and Deficits.

Response to Intervention (Rti)

The multi-tiered Response to Intervention model provides scientific, research-based framework for “search and serve” that ensures that Community Preparatory Academy achieves two key goals: a) timely identification of students who are eligible for and would benefit from special education services while b) avoiding the over-identification of underserved student populations as special education eligible.
Community Preparatory Academy’s implementation of Response to Intervention is based on a 3-tiered progression of intervention preceded by school wide screening to identify a subgroup of students placed at risk. The assessment strategy for identifying this subgroup is based on examination of standardized test scores in either or both English Language Arts or Mathematics in Kindergarten and 1st grade on the Stanford Achievement Test 10th Edition (SAT-10) for entering 1st and 2nd grade students respectively, and scores from the previous spring administration of the California Standards Test (CST) for entering 3rd grade through 12th grade students. Once the subgroup is identified, progressive intervention is employed through a multi-tiered team facilitated approach:

**Tier One**
Community Preparatory Academy’s Tier One intervention for students placed at risk is defined by differentiated instruction in the core subjects of English language arts and mathematics, consistent monitoring of student progress and ongoing assessment to provide critical data about the effectiveness of the intervention.

Tier One intervention takes place, in all but the most rare circumstances, in the general education classroom setting.

Use of technology is instrumental to Community Preparatory Academy providing differentiated learning opportunities supported by powerful yet efficient diagnostic tools in Tier One intervention and beyond to quickly gauge intervention efficacy. Community Preparatory Academy will harness the power and user friendliness of web-based instruction such as the *Study Island* program, a practice, review, and reporting platform.

**Tier Two**
Tier Two intervention is characterized by greater intensity and focus toward the student’s academic progress or lack thereof. Additional intervention, either replacing or supplementing that which was delivered through tier one, is identified and provided.

Tier Two intervention takes place either inside or outside of the general classroom setting. It may be delivered in either push-in or pullout models facilitated by a literacy or math specialist, or other trained out-of-classroom instructional support personnel.

Tier Two intervention is design to determine the effectiveness of the intervention and progressive actions in place up to that point and also measure the success rate according to a predetermined and agreed upon set of benchmarks that the team has identified.
It is important to note that the team-based intervention principles of the Student Success Team (SST) function with the Rti Framework at Community Preparatory Academy.

**Tier Three**
In Community Preparatory Academy’s three-tiered model, Tier Three represents the greatest intensity and focus through special education assessment and eligibility, establishment of an Individualized Education Plan (IEP) or Section 504 Plan, and support by an education specialist or other resource personnel with increasingly specialized expertise in the areas of disability.

**Processing Strengths and Deficits**
Community Preparatory Academy will employ an alternative and, we think, a more comprehensive assessment method of identifying students with specific learning disabilities. In lieu of culturally biased Intelligence Quotient (IQ) tests, school psychologists will rely on a battery of assessment designed to identify students’ processing strengths and weaknesses. (Learning Disabilities Association of America, 2010). Understanding that ability-achievement discrepancy analyses alone is insufficient to adequately and accurately determine the psychological processing deficits that may result in students experiencing difficulty in school, Community Preparatory Academy relies on the balanced approach that results from progressing from the intervention outlined in Response to Intervention to, when a student fails to respond to the interventions, having a qualified expert (licensed school psychologist) assess for cognitive and neuropsychological processing strengths and weakness.

Community Preparatory Academy believes that students with special needs best benefit educationally, socially and emotionally from the opportunity to receive services in this multi-tiered, modified inclusion model. The School’s Inclusion Specialist will work in a collaborative model with all teachers and paraprofessionals to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each student’s IEP.

Community Preparatory Academy will comply with state and federal laws regarding the education of disabled students, including, but not limited to, the Individuals with Disabilities in Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 to ensure that students with disabilities are afforded a free, appropriate public education in the least restrictive environment. Community Preparatory Academy pledges to cooperate with Los Angeles Unified School District to develop a positive relationship that is student-centered, meets federal and state requirements, and is fundamentally fair to all parties.

**Student Study Teams, Special Education and 504 Services:** Community Preparatory Academy proposes to provide a Modified Inclusion program for
students with special needs. Our school will meet the educational and social
needs of all students within the regular classroom in order to maximize learning
experiences, provide positive peer interactions and to prepare all students for the
diversity of the world beyond the classroom. Community Preparatory Academy
will provide a full continuum of placement options as required by each student’s
IEP.

As with all students, Community Preparatory Academy is committed to helping
parents make an informed decision about whether the School is an appropriate
option for their children. No student shall be denied enrollment due to his or her
special education status. In the case of students with identified special needs
from another school within or outside of LAUSD’s boundaries, Community
Preparatory Academy shall provide the pupil with a free appropriate public
education, including services comparable to those described in the previously
approved IEP in consultation with the parent for a period not to exceed (30) days
of enrollment unless otherwise agreed between parent/guardian and Community
Preparatory Academy. This will be done through an Administrative Placement
pending the convening of an IEP meeting within thirty (30) days to establish
continued eligibility and to determine the appropriate services, goals and
objectives in accordance with Education Code Section 56325.

Children who experience difficulty progressing within the educational model of
our school are referred by the teacher, the parent, or by allied professionals for
consideration to the Student Study Team (SST). The SST consists of the
teacher, the special education staff, the Director, the parent(s), and the student
when appropriate. Supportive documentation is then accumulated in a portfolio
format to illustrate the difficulties that the student is experiencing. The team
meets and reviews the student’s strengths and weaknesses to develop a plan of
action that might include accommodations or modifications within the classroom
environment and/or a referral for further evaluation.

Suspension and expulsion of special education pupils shall meet applicable
federal law requirements as described in the suspension and expulsion policy
described within this petition.

Community Preparatory Academy’s Inclusion Specialist will work closely with the
instructional team and the support staff to ensure that goals and objectives
detailed in the IEP are being addressed in the regular classroom. The Inclusion
Specialist also coordinates and oversees any related services specified in the
IEP as well as provides any accommodations, modifications and remediation as
defined in the IEP. The Inclusion Specialist also provides direct services to
special education students as detailed in the IEP and monitors student progress.

Students may be disabled and entitled to services under Section 504 even
though they are not eligible for services pursuant to the IDEA. Under Section
504, individuals with physical or mental impairments that substantially limit one or
more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of non-disabled students are met.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 Plan for the provision of such services to the student. The student shall be educated with non-disabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 Plan and shall receive notice of procedural safeguards guaranteed by law and the instructional team shall be given a copy of the 504 Plan to ensure consistency in implementation. CPA shall periodically review the student’s progress and placement.

Continuous Improvement: In order to best serve our students and community, Community Preparatory Academy will continue to examine and refine its curricula, programs and related activities over time to reflect the school’s mission and any changes to state or local standards that support such mission. The school will on a regular basis, consult with parents and teachers regarding the educational program. CPA will submit to LAUSD, at any time prior to expiration of the Charter a description of any material changes to the educational program as an amendment to the Charter. Further, CPA will, as part of its annual report, provide LAUSD with an update on the specific programs being used to address its unique school design.

In addition, the Principal will continue collaborate with the teachers to develop appropriate assessments to ensure that all students achieve academic success while honoring individual needs and differences in development. Both the framework and related benchmarks and assessments are considered works in progress to ensure continuous improvement. The school will provide LAUSD with an annual update on the framework and related benchmarks and assessments, as part of the annual report.

CPA will engage in efforts to recruit students with disabilities through added emphasis within its general outreach communications, sharing of information and outreach to social service agencies that serve students with disabilities and with targeted materials and meetings to inform the local community of our planned services and program offerings.
XI. SOCIOECONOMICALLY DISADVANTAGED STUDENTS

Community Preparatory Academy will offer a whole day program and a before and after school program to accommodate working families. A systematic emphasis on academic vocabulary development for all students will be of particular benefit for students from socioeconomic disadvantaged backgrounds whose vocabulary has been demonstrated by research studies to be less than optimal for school success.

While CPA will be sensitive to socioeconomic differences and ensure that all students have full access to the educational, extra-curricular, and social activities at the school, CAP has not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. Student needs will be met on an individual basis, using data about student learning profiles that goes beyond assumptions to identify true learning needs. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, CPA will utilize strategies described in other sections of this petition. Our Free and Reduced Lunch applications will help to identify students and families who might need additional resources or supports, including referrals to community service organizations. We will assess and monitor these students just as we would do with all of our students.

STUDENTS AT RISK OF LOW ACHIEVEMENT

Community Preparatory Academy is committed to ensuring that all students achieve at their maximum learning potential, including students achieving below grade level expectations. The program at CPA has been expertly designed to meet the needs of all types of students by offer an culturally responsive approach, differentiating instruction, increasing student engagement and motivation, and
providing a stimulating and challenging curriculum with multiple entry points for diverse learners and abilities.

Teachers will receive training on effective intervention strategies targeted towards the areas of greatest need. In order to reach the greatest number of our students falling within this category, teachers will be trained to utilize the following "best practices":

**High Expectations:** By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.

**Reality-Based Teaching:** Students need to be provided with "real life" purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn. The expected diversity of our student body will influence curricular choices and efforts will always be made to ensure we utilize culturally relevant literature, reality-based economic scenarios, and multiple perspectives.

**Cooperative Learning:** Students learn well from each other and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and contributes to active participation and team work. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

**Varied Assessment:** As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book tests, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student’s knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student’s understandings. (See *Element 2: Assessment*, for explicit details about our assessment methodologies.)

**Direct Instruction:** As an instructional strategy, direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The elements of Direct Instruction include:

- Clearly communicating goals for students
- Structuring academic tasks for students
• Demonstrating the steps necessary to accomplish a particular academic task
• Monitoring student progress
• Providing student practice (including through online exercise) and feedback to ensure success
• Holding students accountable for their work through frequent teacher review

By continuing to look to research, and giving teachers time to meet, discuss, and learn what works best with their students, teachers will continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

**Identification of Students who are At-Risk and/or Achieving Below Grade Level**

It is anticipated that the academic needs of most students will be met through the core elements of the Community Preparatory Academy program. Nevertheless, in some instances students who are achieving below grade level may require additional assistance to catch up to their peers. Students will be identified as under achieving or at-risk of low achievement if:

- Their classroom performance is considered to be one or more years below grade level based on class assignments and/or assessments
- They receive a Below Basic or Far Below Basic score in language arts or mathematics on the California Standards Test (CST)
- They fail to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year
- They have an existing IEP.

**Strategies to Support At-Risk Students**

The Community Preparatory Academy program features have been proven through research and practice in similar school populations to be especially effective with Title I students and students performing below grade level or at significant risk of low achievement. The following CPA program elements, described throughout this petition, are designed to support all students. These elements have demonstrated particularly successful results with low achieving students and others who are at risk of school failure and for whom traditional strategies are less likely to be effective:

- An integrated curriculum with project-based learning
- Experiential learning
- A balanced approach to teaching and learning, emphasizing inquiry as well as skill development
- Instructional strategies that support diverse learning styles and abilities, such as differentiated instruction and Universal Design for Learning
- A program built on rigorous content standards
- Opportunity-to-learn standards that ensure quality and access for all...
- Highly qualified teachers
- Smaller class sizes
- Culture of excellence and high expectations
- Longer school days than traditional schools
- A supportive school community
- A strong home-to-school connection

In the event that students are identified as under achieving, they will receive targeted support and assistance above and beyond the regular school program. Targeted support for under achieving and/or students at risk may include:

- Early intervention in reading during reading/writing and literacy blocks in the daily schedule, including one on one and small group lessons with direct instruction and scaffolding/supports detailed throughout this section (see above)
- After school tutoring with classroom teachers
- Focused attention – prepared in consultation with the student and the parent/guardian, if needed in the context of the Student Success Team process, regarding specific strategies and supports
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve
- Other program modifications and supports as determined by the classroom teacher

**Classroom Modifications For At-Risk Students**

In addition to the instructional methods and strategies detailed above, when appropriate, classroom modifications will be made to support low achieving students. The following modifications or accommodations may be used by the classroom teachers in coordination with the Student Success Team, for students who are low achievers, depending on the student’s specific need:

**Materials:**
- Use highlighted or underlined reading materials
- Provide visual aids
- Provide concrete manipulative materials
- Provide taped texts and/or other class materials
- Allow use of calculator
- Provide materials with wide spacing, few items per page and clear print
- Type teacher materials

**Methods:**
- Provide visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organizational aids such as outlines, etc.
- Utilize peer tutors, etc.
- Utilize shared and guided note-taking
- Use clear and concise directions
- Provide written steps for directions
- Have student repeat directions to teacher or peer
- Use manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Preview lesson for student before giving to whole class
- Reduce language/reading level of assignment

Assignments:
- Give directions in small, distinct steps (written/picture/verbal)
- Use written back-up for oral directions
- Lower difficulty level
- Shorten assignment
- Reduce paper and pencil tasks
- Read or tape record directions to student
- Use pictorial directions
- Give extra cues or prompts
- Allow student to record or type assignment
- Adapt worksheets, packets
- Utilize compensatory procedures by providing alternate assignment/strategy
- Avoid penalizing for penmanship

Pacing:
- Reduce paper and pencil tasks
- Provide distributed review and drill
- Extend time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situation
- Provide home set of text/materials for preview/review

Testing:
- Give tests orally (may include dictated or taped answers)
- Allow student to take test while standing at the board, if appropriate
- Read test to student
- Preview language of test questions
- Use visuals or pictures
- Give similar questions in regular classroom setting before test
- Use objective test technique, limit choices for multiple choice, provide word bank for fill-in blank, limit items per matching section
- Use essay tests, allow to be dictated
• Shorten length of test
• Have test administered to the student outside of the class setting

Environment:
• Preferential seating
• Alter physical room arrangement
• Define areas concretely
• Provide for a quiet space
• Eliminate too many visual distractions

**Tracking the Academic Progress of At-Risk Students**
Community Preparatory Academy will acquire and maintain Illuminate or a similar student achievement data management system that allows the school to effectively track academic progress over time. Using the data tracking system, the SST (which meets weekly), teachers and school leaders will monitor the following groups of students by reviewing subgroup data at least monthly, and individual student data weekly, in order to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary:

• Students identified as achieving below grade level
• Students identified as being at risk for school failure due to environmental factors
• Socioeconomically disadvantaged students (Title I)

In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Success Team (see above).

**Student Retention**
If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child’s parent by phone. Before March 1 of the current year, the child’s teacher will consult with the Principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made. As needed, the Student Success Team will convene a meeting to determine whether assessment for special education services is needed. In the event the student is retained, the retention folder will be added to and remain in the child’s cumulative folder. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.
XIII. INSTRUCTIONAL MINUTES AND SCHOOL CALENDAR

School Calendar and Daily Schedule
Community Preparatory Academy will operate on a single-track schedule, with a winter, spring, and summer break. The CPA school calendar and daily schedule will meet California Department of Education’s minimum requirement of instructional days and minutes as provided in California Educational Code Section 46201(a)(3). The proposed calendar for the 2014-15 school year is as follows:
2014

First Day of School    September 2, 2014
Veterans’ Day (No School)  November 11, 2014
Pupil Free Day  November 26, 2014
Thanksgiving Holiday (No School)  November 27-28, 2014

2015

School Resumes  January 5, 2015
Martin Luther King, Jr. Day (No School)  January 19, 2015
President’s Day (No School)  February 16, 2015
Spring Break  March 30 – April 3, 2015
Pupil Free Day  April 6, 2015
Memorial Day (No School)  May 25, 2015
Last Day of School  June 12, 2015

Proposed Instructional Days Per Month (2014-2015):
September:  21 days  January:  19 days  May:  19 days
October:  23 days  February:  19 days  June:  10 days
November:  16 days  March:  20 days
December:  10 days  April:  18 days

Total Number of Days: 175 days

Sample Elementary Schedule (Grades K-5)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Ins. Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:30</td>
<td></td>
<td>Morning Affirmation</td>
<td></td>
<td></td>
<td></td>
<td>15 min</td>
</tr>
<tr>
<td>8:30-9:45</td>
<td>Language and Literacy (Reading and Language Arts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>75 min</td>
</tr>
<tr>
<td>9:45-10:05</td>
<td>Nutrition and Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:05-11:20</td>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>75 min.</td>
</tr>
<tr>
<td>11:20-12:05</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:05-1:05</td>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
<tr>
<td>1:05-2:00</td>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
<tr>
<td>2:00-</td>
<td>Integrated</td>
<td>Professional</td>
<td>Integrated</td>
<td>Art/Music*</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Ins. Min</td>
</tr>
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<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>Morning Affirmation/Morning Advisory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td>8:30-10:20</td>
<td>Period 1/2 (depending on the students' schedule each period is either Language Arts, Math, Science, Social Studies, Elective, Physical Education, etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>110 min</td>
</tr>
<tr>
<td>10:20-10:40</td>
<td>Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:50-12:40</td>
<td>Period 3/4</td>
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<td></td>
<td></td>
<td></td>
<td>110 min</td>
</tr>
<tr>
<td>12:40-1:10</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20-3:10</td>
<td>Period 5/6</td>
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<td></td>
<td></td>
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<td>110 min</td>
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<tr>
<td>3:20-3:40</td>
<td>Afternoon Advisory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20 min</td>
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</tbody>
</table>

Total: 380 min on regular days  
320 min on Wed.  
210 on Minimum Days

*Art/Music: In Year One, this may not be offered unless revenues allow for staffing (these time blocks will be allocated to additional instructional time in core areas), but will be added by Year Two.
- Dismissal at 2:40 on Professional Development days (every Wed)
- Periods 1, 3 and 5 meet on Monday and Thursday. Periods 2, 4 and 6 meet on Tuesday and Friday. Wednesday has a shortened schedule of all periods.

### Sample Middle School Core-Courses

<table>
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<tr>
<th>Math</th>
<th>English</th>
<th>Science</th>
<th>Cultural Studies</th>
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<tbody>
<tr>
<td>6th</td>
<td>Pre-Algebra</td>
<td>English 6</td>
<td>General Science</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ancient Civilizations</td>
</tr>
<tr>
<td>7th</td>
<td>Algebra A</td>
<td>English 7</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>World History</td>
</tr>
<tr>
<td>8th</td>
<td>Algebra B</td>
<td>English 8</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>American History</td>
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</table>

Other Courses and Electives would include (Physical Education, Spanish, Technology, Art/Music, Creative Writing, etc.)

### Instructional Days and Minutes: 2014-15 (Grades K-8)

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of Days</th>
<th>Total Number of Instructions</th>
<th>Minutes Req'd Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Min. Minutes Above/ Below State Req'd</th>
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</thead>
<tbody>
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<td>TK-K</td>
<td>Select Y/N</td>
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<td>375</td>
<td>30</td>
<td>315</td>
<td>4</td>
<td>165</td>
<td>175</td>
<td>36000</td>
<td>62985</td>
</tr>
<tr>
<td>1</td>
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<td>141</td>
<td>375</td>
<td>30</td>
<td>315</td>
<td>4</td>
<td>165</td>
<td>175</td>
<td>50400</td>
<td>62985</td>
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<tr>
<td>2</td>
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<td>30</td>
<td>315</td>
<td>4</td>
<td>165</td>
<td>175</td>
<td>50400</td>
<td>62985</td>
</tr>
<tr>
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<td>165</td>
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<tr>
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</tbody>
</table>
TIMELINE FOR IMPLEMENTATION

Present through Charter Approval:
- Identify Principal
- Follow-up on site leads

Present through Fall 2013
- Continued board development
- Implementation of fundraising plan
- Finalization of site identification
- Submission of Prop 39 application

January 2014 – June 2014
- Outreach and recruitment of staff
- Outreach and recruitment of students
- Continued implementation of fundraising plan
- Identification and purchase of materials and resources

Spring – Summer 2014
- Preparation of school facility
- Professional development training for new staff
- Preparation of welcoming activities and events for new families

August 2014
- Preparations for Opening of School
- Continued Professional development and training
XIV. HIGH SCHOOL OPERATIONS

1. Vision of Excellence & Community

At the High School level, Community Preparatory Academy will maintain high expectations of all members of our community. We will hold our staff to these high expectations first. We will then work to ensure that we are prepared and ready to partner with parents and students to meet these high expectations. As a school, we will constantly set goals for our achievement outcomes, we will plan strategically to meet these goals, and we will reflect on our outcomes. In order to create a community of excellence, CPA will adopt an instructional vision that will be used regularly with the entire school community to reflect upon our culture, instructional approach, and results.

The CPA community (students, teachers, staff, administrators and parents) will work relentlessly to close the achievement gap. We will produce students who have the ability to engage in rigorous reading, writing, critical thinking, speaking and mathematical and scientific problem-solving in order to have access to high-quality educational opportunities. Our vision of a good high school is a school that maintains high standards along with a commitment to making it possible for students to achieve them.

CPA will also develop a set of shared commitments that all faculty members subscribe to when they become part of the school community. The commitments will be used to ensure ongoing alignment between our mindsets, behavior, and outcomes for students and our team. The commitments will be regularly reflected upon at the opening or closing of faculty meetings to ensure they remain alive in the minds of the faculty and leadership team.

Commitments
• All children can learn, therefore all of our students will grow this year
• We will do whatever it takes
• Every minute counts
• We will maximize instructional time
• We will be accountable to one another for quality instruction
• We will support one another toward being successful and maintaining high expectations
• We will hold our entire school community to the standard of “Excellence Always” and work diligently to instill these habits of mind and heart in our students

“Excellence Always” is a rigorous set of mindsets and behaviors that will define the culture of our school community.

1. I stop problems before they start and I am committed to resolving differences in a positive way.
2. I give my best effort in everything I do.
3. I make choices that positively impact the community around me.
4. I set goals for myself and use time wisely to achieve them.
5. I communicate in a thoughtful, positive way.
6. I am compassionate and respectful of all life forms.
7. I harm no one and no thing with hate.
8. I expect to be challenged and will challenge myself in my work.
9. I am persistent in pursuing my goals even when I am not successful at first.
10. I work to keep the Earth clean and green.

To maintain a school-wide commitment to “Excellence Always” we will hold regular school-wide and grade-level community meetings. These sessions will allow the school community to gather as a unified body to discuss school-wide issues, to disseminate information, and to plan for upcoming commitments. In some instances students will plan and facilitate these meetings themselves. Community Dialogues will be crucial in the process of creating a positive school culture. They will focus on how the school community can build awareness and wellness as well as maintain a college-bound culture.
As a means of maintaining this vision with each of our students, CPA will implement a school-wide Student Positive Behavior Support plan such as “The Score”. The Score is a credit-score model that helps students and staff account for the long-term effects of behavior choices.

2. College Preparatory Course Work (A-G Preparation, Universal Intervention and AP Classes)

The academic program at Community Preparatory Academy is designed to prepare students for a 4-year college education. Students will develop technological, literary and mathematical competence to be competitive in these fields. Students will be expected to take and pass A-G classes as a minimum graduation requirement. Students will also be expected to maximize their math and a science education by being enrolled in math science each of their four years provided that they are successfully meeting all A-G requirements and are on track to graduate.

Community Preparatory Academy will offer a challenging curriculum based upon the course requirements for admission to the California State University System and to the University of California. Teachers and administrators will have the criteria for “evidence of mastery” for each class. In addition, quarterly benchmark assessments will provide students and teachers with formative data on progress towards their mastery of standards. Our commitment to high achievement will instill in students a desire to use their acquired knowledge to pursue higher education, and to prepare them to compete in the careers of their choice.

We will provide a rich and challenging academic program that equips students with strong content knowledge as well as essential 21st century skills to compete in the marketplace. All students will have the same opportunity to achieve maximum learning in all subject areas and will not be placed in “tracks” based upon perceived learning ability. We believe that every student who will enter our campus, regardless of learning challenges or personal background, is capable of completing a rigorous college preparatory program that includes AP classes.

Community Preparatory Academy will offer certain universal AP classes at most grade levels and provide targeted support to those students in need to ensure success in those classes. CPA will strive towards a comprehensive student support program that includes the parents, school and larger community, with the goal of creating healthy literate students who are poised to achieve their full academic and social potential. To this end, CPA will organize human resources to support student needs.

As a part of their yearly curriculum, all students at CPA will receive a
support class crafted to their individual needs. Some examples of these support offerings include, the learning center, reading instruction, math support, social skills instruction, research skills, and executive functioning skills. At CPA, we truly believe that all students will benefit from small group of instruction specifically targeted to their area of need. In some cases, this instruction may also be an extension of the core coursework.

The school administrator(s) will collaborate with teachers to identify students in need of academic intervention through a quarterly structured data analysis process. Once students have been identified through the analysis process, the administrator(s) will be responsible for coordinating academic intervention programming to address the academic needs of those students who need additional support to access grade level standards. The Coordinated Support Team, comprised of the leadership team and resource teacher, will meet weekly to discuss the progress or needs of students. Student Success Team meetings will be held regularly to provide additional support for struggling students.

In addition, each year, in grades 9-12, students take a one semester college readiness course. The course curriculum will ensure that all CPA students have an articulated vision of themselves as college students; that they have career goals for after college; and that they have a detailed plan, and the necessary executive skills, for achieving what they have outlined for themselves. Their final curricular unit will walk the students through the college application and financial aid process.

3. Wellness Education (Advisory, STEM, and Project Lead the Way)

As previously stated, Community Preparatory Academy will provide a whole child education for our high school students. This education will include an exposure to healthy lifestyles and will go far beyond education about the dangers of drug usage and the importance of reproductive health care that is often the scope of wellness education in underserved communities.

We will take a three-pronged approach to wellness education that includes an advisory structure, a STEM instruction focus, and the implementation of Project Lead the Way to equitable education and bridge the wellness divide that plagues historically underserved communities. We are confident that this approach will produces students with an acute awareness of environmentally sound practices for themselves and their communities and expose them to career paths in the biomedical sciences and mental health fields.

Current statistics underscore the reality that students from low socioeconomic status families are not receiving equitable access to the tools necessary to live healthy lives. According to the California Endowment, the “high
rate of obesity among low-income teens suggests that barriers to healthy behaviors, healthy foods and physical activity not only continue to exist but have grown even larger.” Youth from low-income families are more likely to drink sugary soda (approximately 70% versus 55% among affluent teens); to consume more fast food (approximately 48% versus 37%); to eat fewer family meals (11% never eating with a parent versus 5%); to have fewer opportunities to participate in organized sports (approximately 37% are on athletic teams versus 49% of their affluent peers); and to watch more TV (56% versus 46%). They also get very little physical activity - only 1 in 5 low income students gets at least one hour of exercise a week.

Community Preparatory Academy aims to address these inequities that are certainly barriers to achieving one’s full academic and social potential through the advisory curriculum, access to mental health services where necessary, and explicit wellness education. As part of the elective course programming, our students will have access to a four year sequence involving education in nutrition and cooking, anatomy, physical fitness, emergency and survival training, and meditation.

In addition to providing education on personal health choices, Community Preparatory Academy will offer science curricula, as outlined below, that will encourage students to consider the strain urban life places on the environment. Courses will address the impact of population density, transportation choices, and access to organic food and green space on historically underserved communities and the world at large.

As a part of their coursework at CPA, students will complete three years of a proven, project-based, STEM curriculum. This curriculum is the Biomedical Sciences Program developed by Project Lead the Way (PLTW). The PLTW Biomedical Sciences (BMS) Program is a sequence of courses, all aligned with appropriate [state and] national learning standards, which follows a proven hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health...They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology. Students acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills. Along the way students investigate a variety of careers in biomedical sciences.

The work students do in their PLTW classes will provide an engaging and relevant compliment to the formal education in reading, writing, mathematics and service learning that they will receive. The curriculum will serve as the foundation of the STEM and wellness components of our programming.
In addition, wellness education at Community Preparatory Academy will extend into our extracurricular programming. We will focus on providing wellness classes to the students, their families, school staff and the surrounding community.

These extracurricular classes will include group exercise, healthy cooking, and communication courses, including language classes. Courses will be taught by a cross-section of stakeholders as appropriate and will occur after school. They will be open to all students who would like to participate in after school activities.

A critical component to our success will be the internship program that will provide opportunities for students to engage in real world learning. In addition to teaching Project Lead the Way curriculum, CPA has created a service-learning program where students actively learn while providing a service to an organization. Twice a year, Community Preparatory Academy’s entire high school student body will complete a day of service with the members of their advisory classes as a part of their service learning commitment. We will also partner with businesses, non-profit organizations, and government offices to provide internships and practical workplace educational experiences. Students will also be encouraged to participate in community service projects in their local communities and to utilize community-based educational programs, such as classes offered by local colleges.

During summer internships, many CPA students will have the opportunity to make connections between what they study and what is needed to solve work place challenges problems successfully. Our service-learning program will enable our students to make valuable contributions to the community while simultaneously acquiring valuable knowledge and workplace skills necessary for a successful future.

As evidenced by a motto of “Excellence Always” we are committed to nurturing a deep understanding of and connection to the community. For this reason, we are committed to building a community of students and faculty from a range of family, cultural, and economic backgrounds. This will be a community of diverse human beings who accept and appreciate each other, who value the challenges of resolving conflict and embracing tolerance, and who take responsibility for their own actions.

In addition to ensuring that the students of Community Preparatory Academy are well versed in “Excellence Always”, CPA will promote communication through the use of tested curricula including Character Counts, MAPS 4 College, and the Ojai Foundation Council Framework.

At Community Preparatory Academy, we will create opportunities for students to explore these ideas and to develop both as individuals and as members of our school community. Because of this, our entire certificated staff will be trained to facilitate Council. As described by the Ojai Foundation, Council is a practice of
speaking and listening from the heart. Through compassionate, heartfelt expression and empathic listening, Council inspires a non-hierarchical form of deep communication that reveals a group’s vision and purpose.

Council offers effective means of working with conflicts and for discovering the deeper, often unexpressed needs of individuals and organizations. Council provides a comprehensive means for co-visioning and making decisions in a group context. Council is about our personal and collective story.

Council is a regular part of our staff meetings and our Advisory classes.

In order to further provide personalized mental health counseling for emotional, social, and family issues, VA will provide on-site counseling through a partnership with the Los Angeles Child Development Center (LACDC). Some of the topics that will be addressed in group sessions will include self-esteem, communication, healthy relationships, teen dating, violence, and sexual abuse. Students who need individual counseling beyond the school’s services will be referred to an outside mental health agencies like Didi Hirsch for services.

Parent Involvement
Research suggests that parents who actively engage in their child’s classrooms display increased, consistent commitment to their child’s education (Stern, 2003). Childs Trend Data Research (2003), which examines trends in parent involvement, concludes that students with involved parents have fewer behavioral issues and are more likely to complete secondary school. Rather than approaching parent participation as a one-shot volunteer opportunity featuring a string of disconnected activities, CPA will seek to develop partnerships with parents around all aspects of their children’s educational lives. To reach this objective, the school will build an infrastructure around using parents as partners and will identify a full-time student and parent services coordinator to lead this charge.

As volunteers, learners, advocates, and leaders, parents will be a constant presence at our school. Through volunteer service, parents will help ensure attendance and uniform policies are adhered to, and will provide a supportive environment outside of school for their child to read and complete homework. Our school leadership team will facilitate partnerships with families, and will provide parent education workshops, institutes, assemblies, special events, and other activities throughout the year. For those parents who work during school hours, communication will be maintained through a weekly family newsletter. The newsletter will communicate academically themed messages from the leadership team, important calendar items, resources, and special announcements.

Community Preparatory Academy will foster an environment of social and cultural inclusion for all families. To accomplish this, all administrators will make daily efforts to communicate with parents or guardians. These efforts will include
an open-door policy for all leadership team members, monthly assemblies or community meetings with the principal, workshops facilitated by the leadership team, weekly newsletters, and relevant classes. Translation will also be provided into the predominant dominant native languages of the parent population. CPA realizes that many parents must work full time and cannot be at the school during instructional hours. A concerted effort will be made to ensure evening events are scheduled. Therefore, every effort will be made to accommodate the schedules of our families to include them in their child’s education.

Creating Excellent Educators
The research of Robert Marzano and others has shown that the number one factor in student success is the quality of their teachers. Community Preparatory Academy is dedicated to selecting and developing the best possible teachers for our students. CPA educators will receive professional development in the best practices of their craft.

Moreover, CPA will work diligently to foster a positive culture for all stakeholders. School culture will be defined as the unwritten, shared set of norms and values that guide the thinking, behavior, and relationships that typify the customs of an organization (Crane, 2009). We will place a special emphasis on maintaining a positive culture for our faculty and staff because of the impact a single teacher can have on student achievement outcomes. A positive culture must exist in order to effectively implement the strategy and structures required to transform the academic achievement of historically underserved students. Community Preparatory Academy firmly believes that a positive school culture will shape and focus our collective energy to better serve our students and families.

Focus on Technology
Technology is a "power tool for learning." CPA will strive to improve the literacy skills of its student population by providing technological exposure and access, which is found to have a critical link to literacy development. Working towards our mission and vision, students will have equal access to information, to other communities, and to resources through greater access to technology. As part of their advisory curriculum, students will learn keyboarding and office software programs. Contemporary technology, including the use of tablets, will ensure students are meeting Common Core Standard expectations in this area.

Students and educators will use technology for many learning tasks. A well-designed technological infrastructure will help to create a model 21st-century learning environment, encouraging students to learn efficiently in order to prepare to be part of a technologically-based workforce. At Community Preparatory Academy all teachers will be equipped with a laptop computer. Additionally, most classrooms will have a workstation of desktop computers for student use. We will also have mobile carts and a computer lab available for student use. Students will continue learning about technology by using
computers to engage in learning activities related to their current units of study as well. The use of Achieve 3000 will strategically support student interface with social media, online expository texts and polls. Moreover, the texts that this tool provides are accessible in English, social studies and science curriculum, at reading levels from 3 to college, and in Spanish.

As previously stated, CPA believes that in order for our students to be prepared for the demands of global society in the 21st Century, we must teach our students a new set of technology-based skills to help them effectively read and learn from digital texts and media. These skills include keyboarding, the use of email, blogs, social media like Edmodo, and computer graphic design. These skills have been detailed by reading experts and technology educators alike, as well as the Partnership for 21st Century Skills, an organization consisting of a blend of partners from the education and business worlds. One of the group’s key findings was that all students must acquire literacy in information and communications technologies, a finding consistent with the standards outlined in NCLB under 8th grade technology standards. In its secondary school component, Community Preparatory Academy will go beyond these standards, ensuring that our students have become adept at, analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of formats and media.

**DAILY BELL SCHEDULE AND ACADEMIC CALENDAR AND ATTENDANCE REQUIREMENTS**

Community Preparatory Academy’s high school schedule will operate on a block schedule. The typical day will run from 8:00 am to 3:15 pm daily. CPA will meet California’s minimum requirements outlined in the California Education Code, Section 46201.2 of 62,949 minutes annually by offering 370 instructional minutes on Mondays, Tuesdays, Thursdays, and Fridays; 272 instructional minutes on Wednesdays; and 272 instructional minutes on minimum days. CPA provides 65,596 instructional minutes per year during its 182 days of school. Students are expected to attend school every day unless a medical condition or emergency prohibits them from doing so.

These minutes are broken into nine rotating 84-minute blocks, four 34-minute advisory classes, and one 104-minute combination advisory class and community meeting time. CPA’s basic bell schedule is shown in the following table.
Every Wednesday will be a shortened day in order to allow teachers two and one-half hours of onsite professional development weekly. During this time, teachers will meet in collaborative teams to review student work and classroom pedagogy, participate in on-site professional development, led by the Principal, and review student data to document interventions. Shortened and minimum day sample schedules are provided below for each grade level.
### Example 10th Grade Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
</tr>
<tr>
<td>11:32-12:17</td>
<td>Lunch</td>
<td>Lunch</td>
<td>11:18-11:56</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>370 minutes</strong></td>
<td><strong>370 minutes</strong></td>
<td><strong>272 minutes</strong></td>
<td><strong>370 minutes</strong></td>
<td><strong>370 minutes</strong></td>
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</table>

### Example 11th Grade Schedule

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
</tr>
<tr>
<td>11:32-12:17</td>
<td>Lunch</td>
<td>Lunch</td>
<td>11:18-11:56</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:51-3:15</td>
<td>P4: Spanish 3</td>
<td>P8: PLTW Medical Interventions</td>
<td></td>
<td>P5: Pre-Calculus</td>
<td>P9: iGrad</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>370 minutes</strong></td>
<td><strong>370 minutes</strong></td>
<td><strong>272 minutes</strong></td>
<td><strong>370 minutes</strong></td>
<td><strong>370 minutes</strong></td>
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</table>

### Example 12th Grade Schedule

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<tr>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
</tr>
<tr>
<td>11:32-12:17</td>
<td>Lunch</td>
<td>Lunch</td>
<td>11:18-11:56</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:51-3:15</td>
<td>P4: AP Spanish</td>
<td>P8: PLTW Biomedical Innovation</td>
<td></td>
<td>P5: AP Calculus</td>
<td>P9: iGrad/Econ</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>370 minutes</strong></td>
<td><strong>370 minutes</strong></td>
<td><strong>272 minutes</strong></td>
<td><strong>370 minutes</strong></td>
<td><strong>370 minutes</strong></td>
</tr>
</tbody>
</table>
First Day of School: September 1, 2015
Veterans’ Day (No School): November 11, 2015
Pupil Free Day: November 25, 2015

2016

School Resumes: January 4, 2016
Martin Luther King, Jr. Day (No School): January 18, 2016
President’s Day (No School): February 15, 2016
Spring Break: March 21 – 25, 2016
Pupil Free Day: March 28, 2016
Last Day of School: June 10, 2016

Proposed Instructional Days Per Month:
September: 22 days  January: 19 days  May: 21 days
October:  22 days  February: 20 days  June: 8 days
November: 18 days  March: 17 days
December:  9 days  April: 21 days

Total: 175 days

FRAMEWORK FOR INSTRUCTIONAL DESIGN
Community Preparatory Academy is committed to the successful implementation of the Common Core State Standards. We also believe that the teacher is the most critical key lever for student success and that no set curriculum meets the
needs of all students in the classroom. Therefore, we will hire staff that shares our commitment to the Common Core standards and our philosophy that teachers must —own their craft— by continuously reflecting on their effectiveness in the classroom and seeking out best practices in pedagogy.

In his book, What Works in Schools: Translating Research Into Action, Robert Marzano identifies a —guaranteed and viable curriculum— as the school-level factor with the most significant impact on student achievement (2003). In our effort to yield the greatest student achievement gains in the shortest amount of time, the school leadership team will maintain a strong commitment to ensuring a guaranteed and viable curriculum for all students. We will be able to ensure the quality of instruction for every student by guaranteeing what gets taught through teacher-created Common Core aligned standards based pacing plans and how it gets taught through consistent professional development around pedagogy that meets the needs of our learners. The development of CPA aligned pacing plans will occur during five days of professional development prior to the start of the 2013-14 school year and continue throughout the year during weekly professional development sessions led by the Principal and other education team members.

**Standards-Based Pacing Plans**

Community Preparatory Academy will create a guaranteed and viable curriculum by initiating a formalized process to create Common Core aligned standards-based pacing plans. The process will build upon the Understanding By Design, (Wiggins and McTighe, 2005) backwards planning approach. These standards-based pacing plans will provide the foundation for creating a guaranteed and viable curriculum at CPA. They will also allow us to engage in meaningful and lasting vertical analysis of our curriculum. Ultimately, these standards based pacing plans will provide the foundation from which all teachers can create rich unit plans that address a diverse and ever-changing student body. With the standards-based pacing plans as our guide for a —guaranteed and viable— curriculum, we will implement high quality frameworks for instruction to facilitate learning.

**INSTRUCTIONAL MATERIALS**

Course materials will be selected by site leadership and teacher leaders, using the state adopted textbook list as well as other materials on the market. We will investigate materials, often using them on a pilot or trial basis before adopting them school-wide. Course descriptions included in this charter, the Common Core state standards, and the guidelines of governing programs such as Advanced Placement and Project Lead The Way, will also be considered where applicable. We will purchase materials to support our instruction in areas of need.
as indicated by our student data and to align with our professional development focus. The criteria we will consider when purchasing new instructional materials include:

- Level of rigor of the materials
- Capacity to meet the needs of English learners
- Capacity to meet the needs of high priority students
- Alignment with the needs of our students as indicated by standardized assessments
- Cost

Community Preparatory Academy is currently researching the best instructional materials. While we have not yet purchased our materials, the following tables outlines curricula and materials that we are considering as they align with our instructional vision and the Common Core (and when applicable with Advanced Placement and Project Lead The Way).
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Instructional Materials</th>
<th>For More Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1. Grade level appropriate literature as designated by Common Core Appendix B</td>
<td>1. <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></td>
</tr>
<tr>
<td></td>
<td>3. CSU Expository Reading &amp; Writing Course Reader</td>
<td>3. <a href="http://www.calstate.edu/eap/englishtextbooklist.html">http://www.calstate.edu/eap/englishtextbooklist.html</a></td>
</tr>
<tr>
<td></td>
<td>2. AP Approved texts for Calculus</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iConnect</td>
<td>Character Counts Curriculum</td>
<td><a href="http://charactercounts.org/">http://charactercounts.org/</a></td>
</tr>
<tr>
<td>Graduate</td>
<td>1. AVID</td>
<td>1. <a href="http://www.avid.org/sec_overview.html">http://www.avid.org/sec_overview.html</a></td>
</tr>
</tbody>
</table>
ASSESSMENT AND GRADING
Assessment at Community Preparatory Academy will hold the dual purpose of informing teachers about students’ ongoing progress toward content mastery and determining students’ final grades in a given class. To formatively assess students, teachers will use a wide range of research-based strategies. Examples of these strategies include: thumb checks, choral response, teacher observations, white board responses, teacher observations quizzes, vocabulary tests, written response to texts, exit slips, reading/writing journals, reading/writing conferences, performance tasks at the conclusion of specific units, student presentations, collaborative group tasks, self/peer-assessment portfolios, lab and investigation write-ups, essays and unit tests. Whenever possible, teachers will use standards-based rubrics that articulate criteria for content mastery as well.

Community Preparatory Academy will also use common writing assessments with common core aligned standards-based criteria to be completed three times per year by every student in the grade to assure a guaranteed writing curriculum in every classroom. Reading level assessments will also be administered on an annual basis using the Teacher’s College Reading and Writing Project (TCRWP) assessments. Informal assessments, such as teacher observations, student participation, journal writing, and student discussions will assist teachers in understanding students’ progress and where interventions will be necessary. All students will also be assessed quarterly through standardized grade level benchmark assessments on the Common Core aligned standards-based pacing plans to ensure essential standards will be taught to mastery. Teachers will use benchmark assessment results, reading levels, and ELD levels, where applicable, to adjust pacing plans to re-teach standards and provide intervention to those students in need.

The use of frequent, varied assessment methods and mastery grading, will allow teachers, parents, and students access to meaningful feedback about progress. It will help both students and teachers identify and communicate the strengths and weaknesses of an individual student’s academic progress. Mastery based
grading will also help to distinguish academic struggles from behavioral challenges and provide teachers with information to analyze the relationship between the two with greater accuracy. Within this system, grades will reflect what students know; students will be given multiple opportunities to show mastery; grades will represent content knowledge rather than work completion; and final grades will be an accurate representation of a student’s final level of mastery not an average of homework, classwork and test scores.

To this end, all teachers at Community Preparatory Academy will use the same grading scale (shown below).

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>4-Point Scale</th>
<th>Approximate Letter Grade Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>4</td>
<td>A-B</td>
</tr>
<tr>
<td>Proficient</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>Basic</td>
<td>2</td>
<td>F*</td>
</tr>
<tr>
<td>Below Basic</td>
<td>1</td>
<td>No Grade</td>
</tr>
<tr>
<td>No Data</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

*Students will have the ability to apply for an extension for a course based on extenuating circumstances. If granted, students will be issued a grade of Incomplete for up to one semester. Students will have options such as summer school, Saturday school, and/or additional study hall days to complete missing assignments and correct an incomplete.

**COURSE REQUIREMENTS**

All students at Community Preparatory Academy will be required to complete the following High School Graduation requirements. The courses offered in our educational program, and those required for graduation, will be based upon the best practices in education, feedback from parents and employers in the community, and feedback from students. These courses meet the current "A-G" course requirements for admission to the University of California (UC). CPA graduation requirements will entail: successful completion of the UC A-G requirements and successful completion of both sections of the CAHSEE.

In preparation for meeting the graduation requirement, students will be enrolled in 35 units of history/social studies (A); 40 units of ELA (B); 30-40 units of mathematics (C); 30-40 units of science (D); 30-40 units of foreign language (E); 10 Units of Visual Arts (F). Because this plan enrolls students in several college preparatory electives, this requirement (G) will be automatically completed by a third or fourth year of most courses. In addition to their A-G classes, all students at CPA receive PLTW courses, wellness courses, advisory courses, and courses that provide targeted academic support. A detailed overview of the A-G course requirements is provided in the table on the following pages.
Parents, families and students will be informed about the transferability of courses to other public high school as well as awareness/knowledge that courses offered by CPA that are accredited by the Western Association of School and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements through CPA’s initial program orientation, written policy and information within the student handbook and ongoing communication with the teachers and counselors. Our goal will be to have graduation rates which exceed the District and State averages. Students, parents and students will also be informed in person, by phone or in writing when the school’s offerings may preclude a student from meeting graduation and/or college entrance requirements if they transfer in or out of the school.

<table>
<thead>
<tr>
<th>UC/CAL State A-G Requirements</th>
<th>Course Offerings</th>
<th>Credits Enrolled</th>
<th>Credits Required for Graduation</th>
</tr>
</thead>
</table>
| History/social science (*a*) — Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics. | • AP World History  
• AP US History  
• AP Government*  
• Economics (1 semester) | 35 | 30 |
| English (*b*) — Four years of college preparatory English that includes frequent and regular writing, reading of classic and modern literature, and practice listening and speaking. | • English 9  
• English 10  
• English 11  
• AP English  
  • Language & Composition  
  • Literature & Composition | 40 | 40 |
| Mathematics (*c*) — Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. | • Algebra 1 (if needed)  
• Algebra 2  
• Geometry  
• One or more of  
  • College Mathematics*  
  • Statistics*  
  • Pre-Calculus*  
  • A.P. Calculus* | 40 | 30 |
| Laboratory science (*d*) — Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of | • AP Biology  
• AP Environmental Science*  
• Chemistry  
• AP Chemistry* | 40 | 20 |
CPA will work toward obtaining WASC accreditation prior to graduating its first class of seniors. The first class of graduating seniors will be in the 2018-19 school year. From the time of chartering, there will be 4 more years in which to obtain WASC accreditation. During the first four years of the charter CPA’s objective will be to provide an instructional program that is standards-aligned and focused on offering the tools and support to ensure student success. But will also be geared to meeting the objections and expectations of WASC accreditation. As such, the process for moving toward such approval should be in line with the overall achievement goals of the school. The school’s plan then serves to ensure WASC accreditation prior to graduating the first class of seniors.
Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. – California Education Code 47605(b) (5) (B).

**Measurable Goals of the Educational Program**


In accordance with California Education Code § 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education pursuant to Cal. Ed. Code 52064. Charter School shall submit its updated plan annually to the Charter Schools Division no later than June 30 of each applicable year, beginning on June 30, 2014. Charter School shall comply with all requirements of Education Code § 47606.5.

**Standardized Testing**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test 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.

I. Measurable Student Outcomes

Community Preparatory Academy is dedicated to ensuring that each student progresses academically, emotionally and socially according to the charter. The table below represents the skills, knowledge, and qualities all students will demonstrate at a developmentally and grade appropriate level. The learning outcomes are aligned to the Common Core Standards and to the school’s unique
design, incorporating the three interdependent learning components: **Academic Excellence, Emotional Well-Being**, and **Social Responsibility**. The specific assessments that will be used to measure student performance are included in the Assessment Matrix. For the learning components outlined herein and for established the school-wide goals, Community Preparatory Academy is committed to the following pupil outcomes:

<table>
<thead>
<tr>
<th>LEARNING COMPONENT: ACADEMIC EXCELLENCE</th>
<th>MEASURABLE PUPIL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy (English/Language Arts)</td>
<td>70% student achievement of the common core standards for each grade level, as demonstrated by scores of Proficient or Advanced on California Standardized Tests. At least 70% of students will show one grade or skill level’s worth of progress each academic year, as evidenced by multiple local assessments. Progress toward Fluency in English and potential Re-designation (EL Students) Progress toward goals outlined in IEPs (Special Education Students)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>70% student achievement of the common core standards for each grade level, as evidenced by scores of Proficient or Advanced on California Standardized Tests. At least 70% of students will show one grade or skill level’s worth of progress each academic year, as evidenced by multiple local assessments. Progress toward goals in IEPs (Special Education Students)</td>
</tr>
<tr>
<td>History Social Science</td>
<td>Students will understand and apply civic, historical geographical knowledge and multicultural perspectives in order to serve as responsible citizens in today’s world of diverse cultures.</td>
</tr>
<tr>
<td>Science</td>
<td>Students will demonstrate in performances of understanding their ability to successfully utilize scientific research and inquiry methods to apply major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.</td>
</tr>
<tr>
<td>Humanities/Visual Literacy</td>
<td>Students will develop an appreciation for the arts, and self and group expression in the visual arts, music, theater and dance.</td>
</tr>
<tr>
<td>Fitness and Wellness</td>
<td>5th and 7th graders will continue to participate in the California Fitness Test. Students will develop healthy habits and a balanced approach to physical fitness, nutrition, emotional stability and positive social interactions.</td>
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</tr>
<tr>
<td>English Learners (EL)</td>
<td>EL students will advance at least 1 ELD level each academic year and score basic, proficient or advanced on the CST in Math and ELA within four years.</td>
</tr>
<tr>
<td>Special Education</td>
<td>Students will demonstrate progress and or met their annual IEP goals. Students will participate in the CST or CMA each year.</td>
</tr>
<tr>
<td>LEARNING COMPONENT: EMOTIONAL WELL-BEING</td>
<td>SCHOOL-WIDE LEARNING OUTCOMES</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Respect</td>
<td>Students will demonstrate their respect for others by being tolerant of differences, using good manners, being considerate of the feelings of others, and dealing peacefully with disagreements.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Students will demonstrate the ability to work cooperatively in groups to accomplish a common goal.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Students will demonstrate accountability for their choices, practice self-control, and be self-disciplined.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Students will demonstrate understanding of the ability to reflect on themselves and their experiences.</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Students will demonstrate the skills necessary to resolve conflicts peacefully and the strategies for solving interpersonal problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING COMPONENT: SOCIAL RESPONSIBILITY</th>
<th>SCHOOL-WIDE LEARNING OUTCOMES</th>
<th>Life Long Learning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical and Critical Thinking Skills</td>
<td>Students will demonstrate their ability to analyze information and provide accurate details in an organized manner, while capturing the whole picture.</td>
<td></td>
</tr>
<tr>
<td>Study Skills and Habits</td>
<td>Students will demonstrate understanding of the skills that will enable them to pursue their own path of learning throughout their lives, including strategies for learning, note-taking, and metacognitive monitoring.</td>
<td></td>
</tr>
<tr>
<td>Planning and Time Management</td>
<td>Students will demonstrate understanding in selecting goal-relevant activities, setting priorities, allocating time and preparing and following schedules.</td>
<td></td>
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<tr>
<td>Citizenship</td>
<td>Students will demonstrate good citizenship by showing social responsibility in making their school and community better by cooperating with others and protecting the environment.</td>
<td></td>
</tr>
<tr>
<td>Self-Directed Learning</td>
<td>Students will demonstrate understanding in initiating and planning projects, following through on responsibilities, and managing goals relevant to their learning.</td>
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</tbody>
</table>
To ensure students are meeting state standards, Community Preparatory Academy adheres to the specific benchmarks designated by and aligned with current Common Core Standards for each grade level. The benchmarks are further subdivided into a list of specific “classroom-level” skills required in each of the above areas at different grade and skill levels. These specific grade and skill-level standards reflect those included in the Common Core Standards. Using benchmarks as an assessment tool, the School’s faculty will closely monitor student progress throughout the year.

Students demonstrate their overall progress toward graduation readiness through this series of “benchmarks.” Creating benchmarks at these pivotal grades is consistent with our multiage learning environment and allows students additional time to achieve the appropriate benchmark based on individual needs. If at the end of each grade a student does not successfully meet a benchmark, a student study team may be formed to evaluate and review the student’s placement and learning goals are developed. Common Core Standards and assessments for students with exceptional needs or limited English proficiency are adapted as appropriate to their Individualized Education Plans and/or English proficiency levels.

In order to best serve our students and community, Community Preparatory Academy will examine and refine its student outcomes over time to reflect the school’s mission, curriculum, and any changes to state or local standards. CPA will submit to LAUSD at any time prior to expiration a description of any changes to the above student outcomes as a material amendment to the charter. LAUSD agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).
California Education Code Section 47605(b)(5)(A)(ii)
(d) All of the following are state priorities:

(1) The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.

For all pupils and all subgroups, CPA’s goal is to annually have appropriately credentialed teachers properly assigned to every classroom. This is to be accomplished through careful monitoring of teacher qualifications and careful assignment of students to their classrooms.

For all pupils and subgroups, CPA’s goal is to annually give every pupil sufficient access to standards-aligned instructional materials. This is to be accomplished by only purchasing and/or utilizing materials that have been approved by the state department of education as standards-aligned.

For all pupils and subgroups, CPA’s goal is to annually maintain the facility in good repair. This is to be accomplished by adhering to all local, state and federal policies and laws with respect to standards of use and occupancy.

<table>
<thead>
<tr>
<th>STATE PRIORITY #1</th>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal # 1 - to be measured by number of appropriately placed credentialed teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-wide</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>All Subgroups</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant
to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.

For all pupils and subgroups, CPA’s goal is to annually implement the academic content and performance standards adopted by the state board. This is to be accomplished by aligning and integrating the common core standards into the instructional program, including the instructional program for English learners. Use of all instructional and intervention strategies for English learners will be focused around their alignment and integration with the common core standards for purposes of gaining academic content knowledge and English language proficiency.

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</thead>
<tbody>
<tr>
<td>Goal # 2 - to be measured by alignment of instructional program to common core standards, including integration for English learners</td>
<td>School-wide</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
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<tr>
<td></td>
<td>All Subgroups</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<td>100%</td>
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</table>

(3) Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

For all pupils and subgroups, CPA’s goal is to annually have meaningful and consistent parental involvement. This will be accomplished through the encouragement and inclusion of parents in the operation of student site council and school leadership teams and committees such that parents have opportunity to provide input in school decisions. Outreach for parent involvement will be ongoing and inclusive of parents reflecting all subgroups including students and individuals with exceptional needs.

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<tbody>
<tr>
<td>Goal # 3 - to be measured by presence of parents on school councils and</td>
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</tbody>
</table>
(4) Pupil achievement, as measured by all of the following, as applicable:
(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

For all pupils and subgroups, CPA’s goal is to annually have 70% of the student population demonstrate proficiency on statewide assessments. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students.

<table>
<thead>
<tr>
<th>STATE PRIORITY #4A</th>
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</thead>
<tbody>
<tr>
<td>Goals</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>2016-17</td>
</tr>
<tr>
<td>2018-19</td>
</tr>
<tr>
<td>Goal # 4A - to be measured by performance on statewide assessment</td>
</tr>
<tr>
<td>School-wide</td>
</tr>
<tr>
<td>All Subgroups</td>
</tr>
</tbody>
</table>

(B) The Academic Performance Index, as described in Section 52052.
For all pupils and subgroups, CPA’s goal is to annually meet its target on the Academic Performance Index. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students.

<table>
<thead>
<tr>
<th>STATE PRIORITY #4B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Pupil Outcomes</strong></td>
</tr>
</tbody>
</table>
| Goal # 4B - to be measured by performance on Academic Performance Index
| School-wide       |
| Establish API baseline of 750 or above | Meet API target with goal of 775 | Meet API target with goal of 800 | Meet API target with goal of 825 | Meet API target with goal of 850 |
| All Subgroups     |
| Establish baseline of 750 or above | Meet API target with goal of 775 | Meet API target with goal of 800 | Meet API target with goal of 825 | Meet API target with goal of 850 |

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

For all pupils and subgroups, CPA’s goal is to annually have 70% of its students successfully complete courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education or appropriate programs of study. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students as well as by providing ongoing counseling for students in the area of college and career planning.
(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

For all pupils and subgroups, CPA’s goal is to annually have 70% of the English learner pupils make progress toward English proficiency. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students inclusive of appropriate instructional strategies for English learners and ongoing monitoring and follow-up with as each student progresses through the levels of English language development.
(E) The English learner reclassification rate.

For all pupils and subgroups, CPA’s goal is to have a reclassification rate of 70%. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students inclusive of appropriate instructional strategies for English learners and ongoing monitoring and follow-up as each student progresses through the levels of English language development.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal # 4E - to be measured by number of English Learners reclassified</td>
<td></td>
</tr>
<tr>
<td>School-wide</td>
<td>70%</td>
</tr>
<tr>
<td>All Subgroups</td>
<td>70%</td>
</tr>
</tbody>
</table>

(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

For all pupils and subgroups, CPA’s goal is to annually have 70% of the students passes their advanced placement examination with a score of 3 or higher. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students with special attention and preparation offered to those students planning to take the advanced placement test.

| Goals | Pupil Outcomes |
Goal # 4F - to be measured by number of students passing AP Exam with score of 3 or above

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<tr>
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</thead>
<tbody>
<tr>
<td>School-wide</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>All Subgroups</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>90%</td>
<td>100%</td>
</tr>
</tbody>
</table>

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

For all pupils and subgroups, CPA’s goal is to annually have 70% of the students participate in, and demonstrate college preparedness. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students inclusive of specific exposure and counseling for college preparedness.

(5) Pupil engagement, as measured by all of the following, as applicable:
    (A) School attendance rates.
For all pupils and subgroups, CPA’s goal is to annually have an attendance rate of at least 95%. This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of consistent school attendance. Assemblies, rewards and special recognitions will all be used to support the value the school community will place on school attendance rates.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal # 5A - to be measured by attendance rate</td>
<td></td>
</tr>
<tr>
<td>School-wide</td>
<td>95%</td>
</tr>
<tr>
<td>All Subgroups</td>
<td>95%</td>
</tr>
</tbody>
</table>

(B) Chronic absenteeism rates.

For all pupils and subgroups, CPA’s goal is to annually have an attendance rate of at least 95%. This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of consistent school attendance. Assemblies, rewards and special recognitions will all be used to support the value the school community will place on school attendance rates.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Goal # 5B - to be measured by attendance rate</td>
<td></td>
</tr>
<tr>
<td>School-wide</td>
<td>95%</td>
</tr>
<tr>
<td>All Subgroups</td>
<td>95%</td>
</tr>
</tbody>
</table>

(C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.
For all pupils and subgroups, CPA’s goal is to annually reduce any middle school dropout rate to less than 1%. This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of consistent school attendance. Home-school contact, personal intervention, assemblies, rewards and special recognitions will all be used to support the value the school community will place on school attendance rates.

**STATE PRIORITY #5C**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal # 5C - to be measured by number of students matriculating to next grade</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>School-wide</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>All Subgroups</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

(D) High school dropout rates.

For all pupils and subgroups, CPA's goal is to annually reduce any high school dropout rate to less than 1%. This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of consistent school attendance. Home-school contact, personal intervention, assemblies, rewards and special recognitions will all be used to support the value the school community will place on school attendance rates.

**STATE PRIORITY #5D**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal # 5D - to be measured by number of students matriculating to next grade</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>School-wide</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>All Subgroups</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>
(E) High school graduation rates.

For all pupils and subgroups, CPA’s goal is to have all students graduate from high school. This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of high expectations and student achievement. Home-school contact, personal intervention, counseling, rewards and special recognition will all be used to support the value the school community will place on high school graduation.

<table>
<thead>
<tr>
<th>STATE PRIORITY #5E</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
</tr>
<tr>
<td>Goal # 5E - to be measured by number of students graduating</td>
</tr>
<tr>
<td>School-wide</td>
</tr>
<tr>
<td>All Subgroups</td>
</tr>
</tbody>
</table>

(6) School climate, as measured by all of the following, as applicable:

(A) Pupil suspension rates.

(B) Pupil expulsion rates.

(C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

For all pupils and subgroups, CPA’s goal is to annually have a school climate of positivity, respect, pride and achievement such that suspension and expulsion rates are less than 1%.

This is to be accomplished first and foremost through engaging instruction that students are eager to come to school for each day. Enthusiasm and encouragement from teachers and school staff will also play a role in establishing a culture of high expectations and student achievement. Home-school contact, personal intervention, counseling, rewards and special recognition will all be used to support the value the school community will place on the value of community and having a strong and inspiring school climate.

<table>
<thead>
<tr>
<th>STATE PRIORITY #6</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
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</table>
(7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.

For all pupils and subgroups, CPA’s goal is to provide access to and enroll students in a broad course of study including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs. This is to be accomplished through implementation of a comprehensive instructional program aligned to the common core standards which is differentiated to accommodate learning strengths and styles as well and providing opportunities for intervention and enrichment as needed for all students inclusive of unduplicated pupils and individuals with exceptional needs.
(8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

(e) For purposes of the descriptions required by subdivision (c), a governing board of a school district may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to subparagraph (J) of paragraph (4) of subdivision (a) of Section 52052 or any other reviews.

(f) To the extent practicable, data reported in a local control and accountability plan shall be reported in a manner consistent with how information is reported on a school accountability report card.

(g) A governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.

(h) A school district may identify local priorities, goals in regard to the local priorities, and the method for measuring the school district's progress toward achieving those goals.

For all pupils and subgroups, CPA’s goal is to annually evaluate and report student achievement data for purposes of information and evaluation for the school’s governing body and larger community. This is to be accomplished by disaggregating our achievement date and otherwise conducting quality reviews with results reported to the school’s governing body and larger community of purposes of self-evaluation and program improvement.

<table>
<thead>
<tr>
<th>STATE PRIORITY #8</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
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<tr>
<td>School-wide</td>
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<td>All Subgroups</td>
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Community Preparatory Academy 114
ASSESSMENT METHODS

_Governing Law:_ A description of “the method by which pupil progress in meeting the pupil outcomes will be measured.” – Education Code 47605(b)(5)(C)

I. METHODS TO ASSESS PUPIL PROGRESS TOWARD OUTCOMES

Community Preparatory Academy believes that assessment is designed to support and guide instructional practices, the learning process, and to help students achieve personal mastery. It is a tool to recognize accomplishment and certify that knowledge and understanding has been gained. Assessment also manifests those areas where understanding is still incomplete and enables teachers, students and parents to focus their efforts to where they will produce the greatest benefit. Standards, not standardization, are the basis of assessment. Students are
acquainted with exemplary work and have an understanding of what their aspirations should be for any given task, activity, or project. The goal is to encourage students to do their personal best and show them their own growth throughout the learning process. Community Preparatory Academy’s assessment methods inform all areas of instruction and are connected with the state standards at each grade level. Community Preparatory Academy understands that using assessments effectively and efficiently is crucial to monitoring student progress and overall growth and mastery of content.

Community Preparatory Academy’s assessment process insists on collaboration between teacher, student and parent. The teacher’s role is to determine a child’s individual learning needs based on frequent, designated assessments; the students’ role is to document their own learning through a variety of self-evaluation strategies; and the parents’ role is to support their child through the home-to-school connection and develop open communication with their child’s teacher and community at large. Through this process, all stakeholders are responsible for helping students achieve success throughout the school year.

Community Preparatory Academy recognizes that overall school performance is a reflection of the cumulative success of individual students. With consistent progress and improved school performance, it is understood that the School’s unique school design continues to significantly improve learning for its students in all areas: academically, emotionally, and socially. With ongoing assessment and frequent designated benchmarks, teachers will continue to track students learning on formal and informal bases, through observational and anecdotal measures to ensure student achievement and proficiency at their respective grade levels. CPA is committed to employing the following methods of assessment:

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

**CPA’s Planned Assessments for all students are:**

**Standardized Testing (Administered Yearly):** Academic achievement is measured using the state standardized tests, consistent with charter legislation and state guidelines. Community Preparatory Academy will comply with the required state assessments Education Code 47605 (c) (1) administration of mandatory standardized tests and uses the STAR tests as summative evaluations.

**Pre- and Post-Tests (Ongoing):** To more fully and accurately demonstrate learning and growth and acquisition of specific skills, Community Preparatory Academy will supplement the standardized tests with other appropriate pre- and
post-tests. The pre- and post-tests assist in measuring individual achievement throughout the school year.

**Individual Learning Plans (Ongoing):** The Individual Learning Plan (ILP) will further demonstrate and individualize a student’s progress toward the acquisition of specific core and non-core skills and knowledge.

**English Language Development Folders (Ongoing):** Each ELD student will have a folder containing, their CELDT scores, English Language Development Standards (per their level), writing sample to determine their progress and their “Moving Into English” unit reviews and assessments. Yearly, teachers will track students ELD progress through their ELD folders to determine when a students is ready to re-take the CELDT in order to be re-designated as R-FEP. Reclassification of English Learner Students should occur on a yearly basis.

**Benchmarks (Yearly):** While CPA is a multiage environment, specific “grade level” benchmarks have been created which are tied to the state standards. These are listed and detailed in our Assessment Guide.

**Literacy Workshop (Daily/Weekly):** Each student has in their ILP folder learning artifacts including, but not limited to, project work, reading assessments, word study assessments, writing samples etc.

**Mathematicians Workshop (Daily/Weekly):** In their ILP folder, each student compiles learning artifacts including, but not limited to, project work, numeracy assessments, math journal entries, observations/anecdotal, everyday end-of-unit assessments, context for learning landscapes etc.

**Observation (Daily):** Feedback from the instructional team, peers, and parent(s)/primary caregiver(s) are also used. Teachers take anecdotal records to document observations made of student’s work habits and milestones.

**Self-Assessment:** Self-assessment documents are utilized to help students reflect on their own progress toward achieving their personal and class learning goals.

**Curriculum/Publisher-provided Tools:** Teachers will also use assignments and related assessments (e.g. tests, quizzes, essays, etc.) to monitor progress.

**Longitudinal, survey, other data:** To measure student progress by way of in-house assessments.
II. ACADEMIC PERFORMANCE INDEX

CPA is committed to evaluating our curriculum and assessing student learning and growth. We acknowledge that is imperative to ascertain what strategies and practices are yielding successful results, and intend to thoroughly examine and addressed how and where to implement new strategies for improved student performance. To evaluate the effectiveness of our curriculum implementation and to assess student progress we propose to use the strategies outlined below:

- Analyzed CST test data
- Monitored Individualized Learning Plans (ILP’S)
- Discoursed throughout our staff meetings
- Analyzed student work samples
- Focused on staff professional development plan
- Collegial coaching and peer mentoring
- Hired outside consultants and parental feedback on our curriculum.

Community Preparatory Academy will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1).

Community Preparatory Academy is committed to participating in the state of California’s standardized testing program as one of multiple assessment methods to closely chart and document student performance and academic growth. Each year, API growth goals will be made clear to the faculty. The staff will modify their teaching techniques and explore professional development opportunities as necessary to target any gaps in the instructional program and student achievement.
Committed to consistent API growth and meeting or exceeding our yearly target goal, the School will focus on the following strategies:

**Student Achievement:** Community Preparatory Academy holds high expectations for student achievement and is committed to continuous school improvement to ensure that all students continue to progress consistent with their abilities. The STAR results are used as one way to measure academic success. The Faculty will carefully review the STAR results. Scores will be analyzed school-wide by teacher and sub-groups to track results and trends over time. Results will be used to provide valuable feedback to teachers, students and parents about progress and to inform ongoing professional development of the instructional team, curriculum development and to identify any interventions that may be needed in specific areas. The Principal will provide a comprehensive report of student achievement to Community Preparatory Academy's Governing Board and to LAUSD as part of the annual report. The report will include results, analysis and recommendations.

**Attendance:** Community Preparatory Academy understands that when children are enjoying school and take pride in their learning and school, attendance increases. As a result, the more days a student is in school, the more knowledge and learning may occur. Community Preparatory Academy will track any negative trends in attendance both of individual students and school-wide to then employ appropriate intervention strategies as needed.

**Behavior:** Community Preparatory Academy acknowledges that fewer behavioral referrals is an indication that classroom management strategies are being effective and that students are being challenged and are spending more time stimulated in their classroom environment. As such, the School will track the number and nature of the referrals and address any negative trends as appropriate.
III. STUDENT OUTCOMES AND MATRIX ASSESSMENT

Community Preparatory Academy administers the aforementioned assessments in the core and non-core academic areas, and additionally assesses development in the areas of emotional well-being and social responsibility. Application of specific assessments is described in the table that follows.

<table>
<thead>
<tr>
<th>LEARNING COMPONENT ACADEMIC EXCELLENCE</th>
<th>SCHOOL-WIDE MEASURABLE PUPIL OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy (English/Language Arts)</td>
<td>70% student achievement of the common core standards for each grade level, as demonstrated by scores of Proficient or Advanced on California Standardized Tests. At least 70% of students will show one grade or skill level’s worth of progress each academic year, as evidenced by multiple local assessments. Students will demonstrate understanding in reading, writing, listening, speaking and presentation skills, in multiple forms of expression, with communication skills appropriate to the setting.</td>
<td>• Individualized Learning Plans • California Standards Test • Pre and Post testing Writing • Running Records • Spelling Assessments • Samples evaluated and pursuant to school and classroom developed standards • Pre and Post testing • ILP goals • Phonemic Awareness Checklist • Literacy Interviews/Participation in Book Clubs or Lit. Circles • Evidence of Writing Through Research • Literacy Benchmarks • Self Assessments/Reflections • Anecdotal/Observations</td>
</tr>
</tbody>
</table>
and audience; performances of understanding will include the ability to comprehend and critically interpret multiple forms of expression including literature from various time periods and cultures.

<table>
<thead>
<tr>
<th>Progress toward fluency in English (EL Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress toward IEP Goals (Special Education Students)</td>
</tr>
</tbody>
</table>

- Project work
- Quizzes/Tests
- CELDT
- ELD State Standards Benchmarks
- CST Scores in ELS
- Teacher Evaluations from Sheltered Instruction
- R-FEP Status Review
- SST Data
- Inclusion Specialist Evaluations
- Scheduled IEP Review

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<thead>
<tr>
<th>Mathematics</th>
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<tbody>
<tr>
<td>70% student achievement of the common core standards for each grade level, as demonstrated by scores of Proficient or Advanced on California Standardized Tests.</td>
</tr>
</tbody>
</table>

At least 70% of students will show one grade or skill level’s worth of progress each academic year, as evidenced by multiple local assessments.

- Individualized Learning Plans
- California Standards Test
- Pre and Post Testing
- Math Benchmarks
- Numeracy assessments
- Math journal entries
- Observations/anecdotal
- Everyday Math unit assessments
- Context for learning landscapes
- Self Assessments/Reflections
- Anecdotal/Observations
- Project work
- Timed Tests/Text book published tests
- SST Data
- Inclusion Specialist Evaluations
- Scheduled IEP Review

<table>
<thead>
<tr>
<th>History Social Science</th>
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<tr>
<td>Students will understand and apply civic, historical, geographical knowledge and multicultural perspectives in order to serve as responsible citizens in today’s world of diverse cultures.</td>
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- California Standards Test
- Social Studies projects
- History Social Science Benchmarks
- Presentations
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</table>
| **Science**   | Students will demonstrate in performances of understanding their ability to successfully utilize scientific research and inquiry methods to apply major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences | • California Standards Test  
• FOSS kits end of the unit assessments  
• Science Benchmarks  
• Science Projects  
• Presentations  
• Investigations/Experiments  
• Journal Entries  
• Teacher-created evaluations  
• Self Assessments/Reflections  
• Anecdotal/Observations  
• Quizzes/Tests |
| **Humanities/Visual Literacy** | Students will develop an appreciation for the arts, and self and group expression in the visual arts, music, theater and dance. | • Art projects  
• Presentations  
• Self Assessments/Reflections  
• Anecdotal/Observations |
| **Fitness and Wellness** | Students will develop healthy habits and a balanced approach to physical fitness, nutrition, emotional stability and positive social interactions. | • California Fitness Test  
• Journal Entries  
• Self Assessments/Reflections  
• Observations |
| **English Learners (EL)** | EL students will advance at least 1 ELD level each academic year  
Students will score basic, proficient or advanced on the CST in Math and ELA within four years | • ELD Folder  
• CELDT testing  
• California English  
• Language Development Standards  
• Individualized Learning Plans  
• “Moving Into English” Unit Reviews and Assessments  
• Writing Samples  
• Teacher Evaluations  
• California Standards Test |
| Special Education | Students will demonstrate progress and or met their annual IEP goals. Students will participate in the CST or CMA each year | • Individualized Education Plan  
• Individualized Learning Plans  
• IEP goal progress report  
• California Standards Test |
<table>
<thead>
<tr>
<th>LEARNING COMPONENT</th>
<th>SCHOOL-WIDE LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMOTIONAL WELL-BEING</td>
<td>Personal qualities</td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td>Students will demonstrate their respect for others by being tolerant of differences, using good manners, being considerate of the feelings of others, and dealing peacefully with disagreements.</td>
<td>Teacher observation • Self Assessment/Reflections</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Students will demonstrate the ability to work cooperatively in groups to accomplish a common goal.</td>
<td>Teacher observation • Self Assessment/Reflections</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Students will demonstrate accountability for their choices, perseverance, practicing self-control, and being self-disciplined.</td>
<td>Teacher observation • Self Assessment/Reflections</td>
</tr>
<tr>
<td>Reflection</td>
<td>Students will demonstrate understanding of the ability to reflect</td>
<td>Teacher observation • Self Assessment/Reflections</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Students will demonstrate the skills necessary to resolve conflicts peacefully and the strategies for solving interpersonal problems.</td>
<td>Teacher observation • Self Assessment/Reflections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING COMPONENT</th>
<th>SCHOOL-WIDE LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL RESPONSIBILITY</td>
<td>Life Long Learning Skills</td>
<td></td>
</tr>
<tr>
<td>Analytical and Critical Thinking Skills</td>
<td>Students will demonstrate their ability to analyze information and provide accurate details in an</td>
<td>Teacher-created evaluations • Teacher observation • Student self-evaluation and reflection</td>
</tr>
<tr>
<td>Planning and Time Management</td>
<td>organized manner while capturing the whole picture. Students will demonstrate understanding in selecting goal-relevant activities, Reflection as a component of subject-area portfolios, Parent reflection and input on student outcomes, Community surveys, Peer reflections, Teacher-created evaluations, Teacher observation, Student self-evaluation and reflection, Reflection as a component of subject-area portfolios.</td>
<td></td>
</tr>
<tr>
<td>Study Skills and Habits</td>
<td>Students will demonstrate understanding of the skills, which will enable them to pursue their own path of learning throughout their lives, including strategies for learning, note-taking, and meta-cognitive monitoring. Locating time and preparing and following. Parent reflection and input on student outcomes, Community surveys, Peer reflections.</td>
<td></td>
</tr>
<tr>
<td>Citizenship</td>
<td>Students will demonstrate good citizenship by showing social responsibility in making their school and community better by cooperating with others and protecting the environment. Teacher-created evaluations, Teacher observation, Student self-evaluation and reflection, Reflection as a component of subject-area portfolios, Parent reflection and input on student outcomes, Community surveys.</td>
<td></td>
</tr>
<tr>
<td>SCHOOL PERFORMANCE GOALS:</td>
<td>MEASURABLE OUTCOMES</td>
<td>METHODS OF MEASUREMENT</td>
</tr>
<tr>
<td>---------------------------</td>
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</tbody>
</table>
| Self-Directed Learning:  | Students will demonstrate understanding in initiating and planning projects, following through on responsibilities, and managing goals relevant to their learning. | • Peer reflections | • Teacher-created evaluations  
• Teacher observation  
• Student self-evaluation and reflection  
• Reflection as a component of subject-area portfolios  
• Parent reflection and input on student outcomes  
• Community surveys  
• Peer reflections |
| Leadership                | Students will demonstrate the capacity to perceive needs and apply leadership skills effectively through projects for the school and community. | • Peer reflections | • Teacher-created evaluations  
• Teacher observation  
• Student self-evaluation and reflection  
• Reflection as a component of subject-area portfolios  
• Parent reflection and input on student outcomes  
• Community surveys  
• Peer reflections |
| Collaborative Learning   | Students will demonstrate understanding of the ability to work with others. | • Peer reflections | • Teacher-created evaluations  
• Teacher observation  
• Student self-evaluation and reflection  
• Reflection as a component of subject-area portfolios  
• Parent reflection and input on student outcomes  
• Community surveys  
• Peer reflections |
| API Growth                | The school will meet its targeted growth rate for the Academic Performance Index (“API”). | • Peer reflections | • ILP Benchmark Data  
• Pre/Post Test Progress Data  
• API Data |

Community Preparatory Academy
STANDARDIZED TESTING AND USE OF RESULTS

The Principal will serve as the testing coordinator to coordinate all aspects of STAR and CELDT testing. He/she will be trained in policies pertaining to test scheduling and administration as well as test security, and will in turn provide in-service training to test examiners regarding test administration policies during a professional development meeting each spring. The Assistant Principal will oversee the distribution and collection of standardized tests and will ensure that the testing process proceeds according to testing guidelines. He/she will also document and monitor administration of the various standardized tests to make certain that all of the required student assessments are conducted within the appropriate timelines. Community Preparatory Academy intends to demonstrate progress on the aggregate results of a standards-based report for each grade level. This report and standardized test data will be disaggregated to show how sub-groups; e.g. LEP, non-LEP, mobility, gender, etc., perform.

California Standards Test
Students in grades 2 and above will participate in the California Standards Test as required under the California Standardized Testing and Reporting (STAR) program. (Per the California Department of Education, the CAT/6 survey is no longer being administered due to budget cuts.) In accordance with Ed Code § 60602.5, “test results will be reported in terms describing a pupil’s academic performance in relation to the statewide academically rigorous content and performance standards adopted by the State Board of Education.” The California Standards Test (CST) in English Language Arts and Mathematics will be administered to students in grades two and above in the spring of each year to demonstrate students’ mastery of grade-level content standards in each of the tested areas and to measure progress in meeting Annual Yearly Progress (AYP)
goals. Students in grade five will also participate in the science component of the CST. Community Preparatory Academy also anticipates participating in the Smarter Balanced Assessment as it is released (anticipated 2014-15).

**California Modified Assessment (CMA)**
Community Preparatory Academy will administer the California Modified Assessment (CMA) to assess students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations, thereby providing greater access so students can better demonstrate their knowledge of the California content standards. The CMA complies with the flexibility offered through the provisions of the No Child Left Behind Act (NCLB).

**California Alternate Performance Assessment (CAPA)**
Community Preparatory Academy will implement an alternate assessment for children with severe cognitive disabilities in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA). The school's Individualized Education Program (IEP) team will utilize the CAPA participation criteria to determine how students should participate in the Standardized Testing & Reporting (STAR) Program. The testing coordinator at Community Preparatory Academy will be responsible for reviewing students' Individualized Education Plans (IEPs) to determine whether or not students will take the California Standards Test (CST) with no accommodations or modifications, take the CST with accommodations and/or modifications, take the California Modified Assessment (CMA), or take the CAPA. The CAPA is designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA even with accommodations and/or modifications. The CAPA is aligned to the California academic content standards at each grade level and accurately reflects the portions of the content standards from kindergarten through high school that are accessible to students with significant cognitive disabilities. CAPA is given in grade spans (Levels I – V).

Since examiners are able to adapt the CAPA based on students’ instruction mode, accommodations and modifications do not apply. The school's IEP teams will determine how students with disabilities will participate in the STAR Program. If the IEP team decides that a student should be assessed with the CAPA, the IEP team will be responsible for determining whether the student should take the grade-assigned CAPA level or CAPA Level I.

**California English Language Development Test (CELDT)**
Community Preparatory Academy will administer the California English Language Development Test (CELDT) in accordance with state and federal laws requiring California public schools to give a state test each year to every student who has been identified as an English learner. In order to identify students who are English learners, all parents will be required to complete a *Home Language*
Survey upon enrollment at the school. Students whose primary language is a language other than English will be assessed using the California English Language Development Test (CELDT) if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT test results. CELDT testing will take place within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school. (See Element for additional details regarding CELDT testing.) Based on their performance on the CELDT test, students may receive special assistance with English language development in order to become more proficient in English and to succeed in the school’s academic program. Students identified as English Learners (EL) will receive daily instruction in English Language Development (ELD), as detailed in Element 1. Students who are redesignated as fluent English proficient (RFEP) will be monitored for a period of two years to ensure that they are able to compete with their grade level peers and that they continue to make satisfactory academic progress.

The results from this test will be examined alongside other assessments by Community Preparatory Academy teachers, since the school will be focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. Redesignation will be one of the school’s primary goals and measures of success.

Physical Fitness Testing (PFT)
Fifth grade students at Community Preparatory Academy will be assessed annually using Fitnessgram®, the physical fitness test designated for use in California public schools. Fitnessgram® is a comprehensive, health-related physical fitness battery and is intended to assist students in establishing lifetime habits of regular physical activity. Students who are physically unable to take the entire test battery will be given as much of the test as conditions permit. CA Ed Code § 60800 and CA Code of Regulations, Title 5, §1041. As indicated on the CDE website, “the PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children’s fitness levels.”

Community Preparatory Academy will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute.

DATA MANAGEMENT SYSTEM
Community Preparatory Academy will incorporate the use of a sophisticated online data management/student information system (SIS) such as DataDirector or Illuminato to make possible longitudinal tracking and reporting of student
assessment data. Once the database system has been obtained, state and local assessment data will be entered by school staff and stored within the system so that teachers and school leaders are able to make data-driven decisions when planning professional development, designing instruction, and identifying student needs. The system will allow teachers and instructional leaders to ascertain trends within achievement outcomes for individuals and groups of students in order to provide timely and appropriate interventions, academic challenge, and to make other suitable program adjustments. Identifying trends in student outcomes will also allow the school to target focus areas for additional professional growth.

The range and flexibility of data that will be available using DataDirector, Illuminate or a similar student achievement database will give teachers the essential information to effectively meet the needs of all students. The student achievement database will also make it possible for the school to track student demographic information and grades. Teacher data will be included in the system and will provide a means by which the school is able to examine the impact of teaching on student outcomes by considering the unique value-added information that will be available via longitudinal assessment data.

**USE OF DATA TO INFORM INSTRUCTION**

As detailed extensively throughout this charter petition, both internal assessments and standardized test results will be utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students’ results, faculty and staff will utilize test results along with other assessments to determine student’s academic needs and plans to address these needs. Conversely, individual performance data from each classroom will be aggregated to enable school leaders to identify trends and address specific needs.

School leaders will analyze assessment data at least bi-monthly to determine professional development and coaching needs for faculty. CPA staff will participate in professional-development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. Faculty will be trained during the Summer Teachers Institute and through the bi-monthly pupil-free days that will be used to review student achievement data on how to interpret standardized test data and will be engaged in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

**LONGITUDINAL ANALYSIS OF PROGRESS**

As detailed in Element 2, results from these myriad assessment activities will be
collected and analyzed continuously in order to drive program improvement across all facets of the school. We will regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the school's goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card (SARC)
- A summary of major decisions and policies established or changed by the Board during the year
- Summary data from an annual parent satisfaction survey
- A summary of major accomplishments by the school community, including community partnerships, student accomplishments, fundraising and more
- Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally

IV. USE AND REPORTING OF DATA

**Individual Learning Plans (ILP's)**

Community Preparatory Academy proposes to create Individual Learning Plans (ILP's) for every student as an additional means to assess and monitor student growth and achievement. The ILP is a set of individualized core and non-core academic learning goals that guide the students' learning towards the school-wide learning outcomes. The parent, teacher and student establish the goals based on state, teacher and school assessments at the ILP conference each October, and monitor student progress throughout the year. In the second trimester, teachers complete assessments for each student and meet again with the parent and student to ensure progress is being made towards their learning goals. Additional interim assessments of student learning are administered throughout the year to monitor student progress towards achieving state and school wide goals; these consist of anecdotal and observational records, student projects and written work and reflections, and formal exams. These interim assessments occur at each trimester with parent conferences at each trimester to ensure students are meeting their ILP goals.
**ILP Folder:** ILP folders are used as “warehouses” of students’ CST scores, pre and post testing, exams, teacher driven assessments and observations, student reflections, and students’ work over the course of their learning at Community Preparatory Academy. They are thoughtful collections that demonstrate what they are learning, what they understand, and what progress they are making towards their goals. Each student has an ILP Folder including but not limited to learning artifacts such as project work, reading assessments, word study assessments, and writing samples that demonstrate his/her ability to:

1. Make meaning of and apply his/her knowledge.
2. Use appropriate technology and media to communicate effectively.
3. Organize information and manage resources.

Teachers, students and parents review students’ individual ILP folders to monitor student progress. In June parents, students’ and teachers meet for a final time to discuss and review students’ goal. At this time preliminary goals will be developed for the upcoming school year. The student’s ILP folder is maintained by the student’s current teacher and passed on to the ensuing teacher so that every student at the school will have a comprehensive portfolio upon exiting CPA.

The data collected in students’ ILP folders will continue to drive Community Preparatory Academy’s instructional improvements as staff evaluates individual student growth and achievement. Staff will continue to analyze school wide trends ensuring students attain proficient or advanced scores on the CST and meet the individual goals established in their ILP’s.

In core and non-core academic areas, the central goal for all students will be for all students to demonstrate academic proficiency in all of the core academic areas. “Proficiency” will be defined as a score of proficient or above on the California Standards Test, and “Satisfactory” evaluations on individual student ILP goals, projects, or presentations. “Proficiency” for students with special needs and students designated as English Language Learners is defined appropriately according to their Individual Education Plans and English proficiency levels, respectively. Performance standards and assessments for students with special needs are adapted as appropriate to their Individualized Education Plans as well. Additionally, performance standards and assessments for English Language Learner students are in accordance with the state-adopted English Language Development standards and CELDT.

**Continuous Improvement:** In order to best serve students and the community, the school will continue to examine and refine its list of student exit outcomes and related methods of assessment over time to reflect the school’s vision, mission and unique school design and any changes to state or local standards.

**ADDITIONAL OUTCOMES**
Community Preparatory Academy will utilize a comprehensive and sophisticated student information system such as DataDirector or Illuminate to ensure that all faculty and their supervisors have access to real-time data on individual students’ performance and achievement of goals and objectives. Teachers will be held accountable for ensuring that all of their students are meeting appropriate objectives.

Through high academic expectations, an optimal learning environment, and the use of assessments to drive instruction, students will acquire the skills needed to matriculate to the next level of instruction, including ultimately higher education, and will acquire the skills to be thoughtful members of society in the 21st century.

Community Preparatory Academy will meet or exceed both state benchmarks for achievement and our own high organizational standards. As detailed in Element 1, the traditional public schools in the Crenshaw District are under-performing, some by a large margin. Based on the successful test results of students learning in similar environments, we expect CPA’s student test results will greatly exceed API test scores and proficiency levels in math and language arts. CPA will meet the following API growth indicators:

- Annual API will meet or exceed the established growth target, with a goal of reaching 800 within the five-year term of this charter
- All subgroups will make at least 80% of the school’s overall growth target
- The CST participation rate will be at least 95%

Community Preparatory Academy will meet or exceed Adequate Yearly Progress goals for our school, as required by NCLB.

In addition:

- **English Learners**: English Learners will progress at least one grade level on the CELDT each year
- **Special Education Students**: Special education students will demonstrate appropriate progress toward stated goals in their IEPs each year
- **Student Attendance**: Community Preparatory Academy will maintain at least 95% Average Daily Attendance
- **Teacher Retention and Satisfaction**: Community Preparatory Academy will realize a higher teacher retention rate and higher teacher attendance rate than the district average, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year surveys
- **Parent Satisfaction**: Community Preparatory Academy will demonstrate a high level of parent satisfaction -- 85% or higher -- based on surveys.

These goals and Community Preparatory Academy’s progress toward goals will be communicated regularly with our entire school community. Our Board,
Principal and other school leaders will work diligently to assess overall school operations and progress towards achieving our mission and vision. In addition to the specific academic achievement goals detailed above, additional goals include:

1. Students will become self-motivated learners who recognize the necessity of life-long learning as observed by teachers in the classroom and student self-evaluation.

2. At least 85% of parents and guardians will report an above average or strong sense of satisfaction with the school’s academic program as reflected in feedback from parents during conferences, school forums, and on annual parent surveys that will be developed during the first year of operation.

3. At least 85% of parents and guardians will report an above average or strong sense of support and partnership with the school as reflected in feedback from parents during conferences, school forums, and on annual parent surveys that will be developed during the first year of operation.

4. Community Preparatory Academy will maintain a consistently high student attendance rate, averaging at least 95% each year, with a school year of at least 170 days.

5. The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.

6. Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school’s vision and mission as demonstrated by balanced budgets that address the school’s priorities and successful external audits.

**GRADING AND REPORTING STUDENT PROGRESS**

Teachers will formally report student progress to parents three times each year using progress reports. Teachers will conduct parent conferences twice annually (fall and spring) at the time progress reports are issued so that parents have regular opportunities to discuss their child’s progress personally with his or her teacher. During the summer prior and into the first month of the school’s operation, the Principal and Lead Teachers will collaboratively design the instrument, policies and procedures that will be used to report student progress. All instructional staff will receive detailed training about the preparation of these reports during the Summer Teachers Institute and ongoing professional development sessions during the year.

Student achievement will be evaluated against state standards and the school’s stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. In addition to a scale score on a
continuum toward mastery, teachers will include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.
GOVERNANCE STRUCTURE OF THE SCHOOL

_Governing Law:_ The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. -- California Education Code Section 47605(b)(5)(D)

**GENERAL PROVISIONS**

As an independent charter school, Community Preparatory Academy, 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.

Community Preparatory Academy shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the Community Preparatory Academy 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).

**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

Community Preparatory Academy shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

RESPONDING TO INQUIRIES

Community Preparatory Academy 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. Community Preparatory Academy 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.

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

Community Preparatory Academy 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 Community Preparatory Academy. 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.

Legally and Operationally Independent Entity: Community Preparatory Academy proposes to be an independent charter school. The Charter for CPA will be granted to Validation Academies, Inc., a California Nonprofit Public Benefit Corporation that will be granted tax-exempt status by the Internal Revenue Service under section 501(c)3 of the Internal Revenue Code. Neither Los Angeles Unified School District, Community Preparatory Academy Charter School nor Validation Academies, Inc., shall in any way or for any purpose become or be deemed to be agents, partners, joint ventures, or a joint enterprise. Pursuant to Education Code Section 47604(c), Los Angeles Unified School District shall not be liable for the debts or obligations of the School, or for claims arising from the performance of acts, errors, or omissions by the School, if the authorizer has complied with all oversight responsibilities required by law, including, but not limited to, those required by Section 47604.32 and subdivision (m) of Section 47605.

Community Preparatory Academy is governed by Validation Academies, Inc., in accordance with applicable California Corporations Code sections and will be responsible for all debts and obligations of the School. As such, Community Preparatory Academy’s Governing Board (hereafter, referred to as the Governing Board) will oversee the school’s operations. The Governing Board shall comply with the Brown Act as it may be applicable to nonprofit governing boards of charter schools.

Assurances are provided that the school and its governing board will comply with the conflict of interest provisions of Government Code 1090, et seq, and the incompatible public office provisions of Government Code 1126. Compliance is pledged with all conflict of interest laws that govern public agencies generally.
Members of the governing board, school administrators, employees and other committees of the school shall comply with federal and state laws, non-profit integrity standards and local or district policies with respect to ethics and conflicts of interest.

Community Preparatory Academy or as appropriate, Validation Academies, Inc. will be solely responsible for the debts and obligations of the school.

I. PURPOSE OF THE GOVERNING BOARD

The Governing Board’s role is to oversee the vision, mission and unique school design, and related school performance and overall school operations to ensure the fulfillment of CPA’s charter and related school policies, as well as local, state and federal laws and regulations. The Governing Board’s responsibilities include but are not limited to establishing and approving all educational and operational policies, monitoring of academic performance, authorization of major contracts including school facilities, approving the school’s calendar, annual budget and any subsequent revisions, overseeing the school’s fiscal and legal affairs including resource development, and hiring, evaluating and terminating the Principal and delegating the hiring, evaluation and termination of all other faculty and staff to the Principal.

II. COMPOSITION OF THE GOVERNING BOARD

Voting Members
The Governing Board will consist of a minimum of 5 voting members who have the desire and the appropriate background, skill, and experience to effectively govern Community Preparatory Academy. The composition of the Governing Board is intended to ensure that no one individual or individuals within a particular stakeholder group can unduly influence a decision on a given action item. No member of the Voting members of the Governing Board may be comprised of:

- Founders of Community Preparatory Academy who are not employed by the school
- Parents/Guardians of current Community Preparatory Academy students, who are not employed by the school
- Persons representing the community served by the school, which may include members of the business community, who will be recruited and selected by the Governing Board based upon their expertise and interest in the success of the school. Parents will be encouraged to recommend community member candidates for the Governing Board. Community members shall not have any financial interest in the school.
- If required, representation from the authorizing agency, LAUSD.
Selection Process
The selection process will be in accordance with policies established by the Governing Board, which include an application for membership and recruitment strategies to ensure a diverse membership in concordance with the demographics of the school. All candidates are formally presented at a governing board meeting prior to a final confirmation by the Governing Board to provide an opportunity for public comment. The bylaws of the corporation specify the election process and stipulate that a board member who is no longer qualified or able to serve on the Governing Board will be deemed to have vacated his or her seat.

Term of Office
The bylaws provide board members shall serve up to two-year terms, to be determined by the Governing Board. The board members serve staggered terms as established by the Governing Board and or Bylaws. The Board may appoint an interim Board Member to serve in the event of an unanticipated vacancy, pending nomination and election of a new Board Member.

Changes in the Governance of the School
- Validation Academies, Inc. will provide LAUSD with a copy of its bylaws and any subsequent revisions to the bylaws.
- Validation Academies, Inc. will provide LAUSD with a list of Governing Board members and will notify the District of any change in Governing Board membership within 14 days of the change.
- The Governing Board may adopt amendments to the bylaws of the corporation as needed and in accordance with applicable State and or Federal law.

Board Committees
The Governing Board may appoint standing and/or ad hoc committees to help the school achieve its vision, mission and unique school design. Committees serve at the pleasure of the Governing Board and will be accountable to the governing board for their activities. At the time the committee is established, the Governing Board will appoint a staff liaison and a parent liaison to help guide and support the work of the committees. The committees, on a regular basis, will present to the Governing Board a review of the work of the committee and related recommendations to the Governing Board. The term of liaisons will be established when a committee is formed.

Board Meetings
All meetings of the governing board will be held in accordance with the Brown Act. The governing board will hold regular meetings at least quarterly; special meetings and emergency meetings may be called as needed in accordance with
the Brown Act. Agendas will be posted in the Main Office of the school site within 72 hours of the scheduled meeting. Minutes will be posted within one week after each meeting.

**Board Training**

Community Preparatory Academy’s governing board will attend an annual in service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

**Establishing a Quorum**

A majority of the current voting members of the Governing Board, not counting any vacancies, shall constitute a quorum for the transaction of business. All board members are subject to conflict of interest restrictions. As such, in the event that any member or members of the Governing Board are legally disqualified from participating in decision-making on a particular action item, a majority of the remaining voting members of the Governing Board, not counting any vacancies shall constitute a quorum for that particular action item. A minimum of three (3) members must be in favor unless the number disqualified precludes a majority of the Governing Board from voting, not counting any vacancies at which point the remaining eligible voting members must be in favor.

**Conflict of Interest**

The Governing Board shall adopt a Board Conflict of Interest Code in compliance with the provisions of Government Code Section 1090, et seq. Assurance is provided that CPA and the Governing Board with comply with the incompatible office provisions of Government Code Section 1125. Board members shall also complete and sign an annual Form 700 disclosure statement concerning possible conflicts of interest.

Conflicts of interest for Governing Board members shall include, but not limited to, circumstances where a parent serving on the board has a child subject to a pending student discipline matter or where an employee is considering salary, benefits, working conditions and evaluations of himself or herself or other employees. When a Governing Board member has a conflict of interest they shall follow the recusal procedures in addition to CPA’s Conflict of Interest Policy as it may be amended from time to time.

**Recusal Procedure**

The following are procedures of Community Preparatory Academy’s recusal procedure:

- The Governing Board member disqualified from participating in a decision because of a conflict of interest must publicly announce the specific interest that is the source of the disqualification.
After announcing the interest, the board member usually must leave the room during any discussion or deliberations on the matter in question and the board member may not participate in the decision or be counted for purposes of a quorum.

In the case of a closed session, the board member still must declare publicly the conflict in general terms but need not refer to a specific financial interest.

A disqualified board member may not attend a closed session or obtain any confidential information form the closed session.

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

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

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy
CPA 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.
III. LEADERSHIP MODEL

Community Preparatory Academy’s goal is to embrace a leadership model that supports the various stakeholders. This leadership structure creates opportunities for professional educators, parents, students and community members to have a proprietor's stake in the School’s success. By implementing this leadership model, all stakeholders experience genuine ownership and ultimate responsibility for student achievement. Additional expected benefits of this leadership model:

- Acknowledges educators as professionals and key stakeholders
- Encourages and allows educators the opportunity to participate actively in the operations of the School
- Makes a clear connection between leadership roles and related accountability
- Acknowledges students can have an active voice in the decision making process by participating in student government
- Parents will have increased opportunity in the school’s decision making process by having representation on the school committees

IV. PARENTAL INVOLVEMENT

Parental Involvement

It is understood that families choose Community Preparatory Academy because the school culture and environment provide a choice different than what is provided by a traditional public school. Parents understand by choosing Community Preparatory Academy for their child, they are choosing to be a member of the School community. Because charter schools try to direct as much state money as possible to the classrooms, Community Preparatory Academy does not have the staff to fully support all the school activities and events that makes the school unique. Thus, the school relies on parent help to bridge that gap. Parents will be asked to support the School as volunteers at school or from
home. It is understood that all families lead busy lives and have different ideas about how they might help the school.

There are many ways for parents to be involved with their child's education and provide additional support to the school. Community Preparatory Academy seeks to create a variety of opportunities for parents to participate so they may choose those options that best suit them. **Classroom Support:** Every class and teacher has myriad ways for parents to be involved. These include, but are not limited to:

- Preparing classroom materials
- Acting as a room parent
- Chaperoning field trips
- Assisting with special activities
- Donating supplies
- Participating in the phone tree
- Working in the classroom

**School Support:** There are many opportunities for parents to be involved in day-to-day operations of the school including but not limited to:

- Volunteering in the office
- Assisting in monitoring pick ups and drop offs
- Participation in all-school meetings
- Coordinating, volunteering or participating in school events etc.

**Community Preparatory Academy Parent Participation Group (CPAPPG)**

The CPAPPG is the primary forum for parents to become involved in school-wide committees. The CPAPPG works hand-in-hand with teachers and school administration to develop innovative programs and provide monetary support for those programs. CPAPPG continues to investigate other ways to build community and bring parents together. CPAPPG committees might include but are not limited to:

- Arts Committee-focus is to support learning in and through the arts with programs and classroom support
- Food and Garden Committee-focus is on supporting our fitness and wellness charter component
- Fundraising Committee-organizes the various fundraising events throughout the year to support student learning programs
- Community Building Committee-organizes events to build community
- Facilities/Maintenance Committee-supports campus beautification

**School Governance**
Parents are represented on the Governing Board and on ad hoc and standing committees of the board. Parent representatives are elected by the parent community to the Governing Board, however, the Governing Board must confirm each parent representative’s position on the Board. Parent representatives use the CPAPP as their primary forum for communicating board business to the parents and for gathering information from parents to represent to the board. Other methods of communication may be utilized as well such as parent surveys, the parent newsletter, phone trees, email lists, town hall meetings and take home flyers. Opportunities for participation in the decision-making process includes but is not limited to:

- Parent Board Representative
- Parent Liaison to a Standing Committee
- Parent member of an ad hoc committee
- Survey and Evaluation Participant

Community Outreach and Advocacy

Parents with strong community ties help build and strengthen our partnerships with community resources. The resources may be utilized for financial support, educational opportunities, sponsorships, and service-learning options for students. In addition, there is activity at the local, state and federal level that may require parent advocacy in order to preserve the interests of CPA and the charter movement as a whole.

Additional Opportunities

Parents add to the learning environment of Community Preparatory Academy in many informal ways as well. They are the source of innovative ideas. They provide insight into the functioning of the school through their own observations. They help the school assess its strengths and areas for improvement through open and ongoing communication with teachers, school administration and other parents. In all of the ways that parents are involved with the School, they strengthen and enhance the value of this school to students, faculty, other parents and the community at large.
Organizational Chart

Validation Academies, Inc. Governing Board

Community Preparatory Academy Site Administrator - Staff, Parents, etc.

School Site Committee and Parent Group

School Site Staff (Classified and Certificated)

CFO - Back Office Service Provider (CSMC)

Development Officer - Fee for Service Contract - strategic planning, endowment, grants, etc.

CEO/Busines Manager - Liaison to District and Board (overall organizational manager - HR, Legal, Fundraising, etc.)
V. FACILITIES

Community Preparatory Academy will submit a certificate of occupancy to the District not less than 45 days prior to the first day of school. Should a certificate of occupancy not be provided within time, school may not open unless the District makes an exception. A request for an exception shall only be made for reasonable cause and permission shall not be unreasonably withheld. Should Community Preparatory Academy move or expand to another facility during the term of this charter, the school shall provide a certificate of occupancy to the District for each new facility according to the above stated protocols.

CPA has identified a possible location at 2919 Slauson Blvd in Los Angeles. This site is permitted for use as a school and is a former private school site. The facility is presently unoccupied and ready for immediate use. The site consists of an approximate 15,000 sq. ft. building on a 1.59 acre parcel accommodating 400 students. There are classrooms, dedicated office space, multipurpose room, kitchen area, playground and on site parking.

CPA immediately intends to submit an application for space from LAUSD through the Proposition 39 process. While CPA's program would be of benefit to any community wherein the population of African American students are currently being underserved or are underperforming, CPA is intently focused on the Crenshaw District, specifically the area around Coliseum Elementary. This site was a previous co-location site for another charter school that is no longer utilizing the space. Given that the current enrollment of the school continues to be low, it is assumed that the classroom space will be available for the 2014-15 school year. As such, CPA would select this site as its first choice for opening next Fall.

Charter schools are public schools open to all students within the State of California, so wherever CPA is located its seats may be filled by any K-12 California student seeking enrollment regardless of their home district, subject to the admissions and/or lottery criteria discussed herein.

VI. OPERATIONAL RELATIONSHIPS BETWEEN CPA AND LAUSD

Any and all legal and operational relationships between Community Preparatory Academy and Los Angeles Unified School District may be described in a
Memorandum of Understanding ("MOU") between the parties. Operational matters such as accounting, budgeting payroll, liability insurance and the like are the direct responsibility of CPA. CPA may contract for services with LAUSD for a fee and may be charged an oversight fee by LAUSD in accordance with California Ed Code.

**ELEMENT 5**

**QUALIFICATIONS OF SCHOOL EMPLOYEES**

*Governing Law:* “The qualifications to be met by individuals to be employed by the school.” – Education Code Section 47605(b)(5)(E).

**EQUAL EMPLOYMENT OPPORTUNITY**
Community Preparatory Academy 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**

Community Preparatory Academy 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(1). 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.

All employees of the Charter School shall be employees of Community Preparatory Academy. CPA is an equal employment opportunity employer.

CPA believes that all persons are entitled to equal employment opportunity. CPA 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.

Community Preparatory Academy is committed to providing a school that is free from sexual harassment and any other type of harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. CPA will implement a harassment policy to prevent sexual and other types of harassment and to immediately resolve any concerns or complaints of a harassment nature, including employee to employee, employee to student, student to student, and student to employee. School staff will be trained on the harassment policy annually.
Community Preparatory Academy will not require any employee to work at the school. CPA will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony. CPA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. The CEO/Business Manager will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and federal law, for all Community Preparatory Academy employees. No employee shall commence employment at CPA until he or she has been cleared by the Department of Justice. All employees must furnish or be able to provide:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB).
- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to employment, Community Preparatory Academy will process all background checks through the Department of Justice.
- Documents establishing legal status to work in the United States.

**CREDENTIALING**

Community Preparatory Academy teachers and all para-professionals will meet the requirements for employment of California Education Code § 47605(l) and the applicable provisions of *No Child Left Behind*. The school shall ensure that all teachers hold a Commission on Teacher Credentialing certificate, permit or other document that a teacher in other public schools would be required to hold. The school will actively recruit credentialed teachers to minimize the use of teachers holding emergency credentials.

All teaching staff, including substitutes, must be certified by all legally mandated certifying bodies. However, teachers-in-training who are working toward certification and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of Community Preparatory Academy and if they are in the process of securing a credential. CPA will follow the guidelines established in the No Child Left Behind Act of 2001 as it pertains to the “highly-qualified” requirements of our staff.

Teaching assistants and other staff/consultants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

CPA’s comprehensive Health and Safety Policy is detailed in Element 6.
EMPLOYEE RECORDS

Community Preparatory Academy will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

Copies of each teacher’s credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually. A comprehensive and rigorous hiring process will ensure that all teachers hold appropriate credentials and minimize the employment of teachers holding emergency permits. The school will make every effort during the hiring process to keep the number of emergency permits at the school to zero.

NO CHILD LEFT BEHIND

Community Preparatory Academy will comply with all State and federal mandates and legal guidelines relative to NCLB. The opportunities and goals of CPA in fact closely support the objectives of the No Child Left Behind Act of 2001. In its unique role as a California charter school, Community Preparatory Academy will be able to more efficiently and effectively address a majority of the objectives of NCLB, such as:

- Provide educational choice for parents and students, particularly for those who would otherwise attend low-performing schools
- Incorporate proven principles and research-based teaching and learning strategies that lead to improved student achievement
- Focus on increased accountability for student achievement
- Provide a challenging academic curriculum that is based on State and national standards
- Participate in annual State assessments and disaggregate student achievement results to ensure that no student group is left behind
- Set achievement goals that meet or exceed AYP objectives and work to close achievement gaps across ethnic groups
- Utilize instructional strategies and professional development drawn from scientifically based reading research to help young children to attain the fundamental knowledge and skills they will need for optimal reading development
- Incorporate practices that are grounded in scientifically based research to develop teachers as professionals
- Recruit high-quality teachers according to State and federal guidelines
- Plan implementation of programs for the benefit all students, including limited English proficient students, students with special education needs, under-achieving students, and students at risk of school failure due to circumstances of poverty
- Maintain a safe and drug-free school environment for all students
As described in detail in this charter petition, the combined elements of Community Preparatory Academy wholly address all of the above goals of the No Child Left Behind Act.

I. STAFFING

Roles and Qualifications of School Staff

One of the ideal components of charter school law in California is the inherent flexibly offered to schools in their design, management and operation. Charter school staff need not replicate the bureaucracy of its authorizing district, nor follow standard or traditional job descriptions or even follow the district’s salary scale. While common sense is still present in such decisions, the point CPA emphasizes is that it is within the Governing Board’s purview to articulate desirable or needed professional backgrounds for all positions in accordance with what is legally required as opposed to what the authorizing district itself utilizes.

In Community Preparatory Academy’s Leadership Model, all staff shares the responsibility of being part of a democratic, governance team within the school. Every member of the faculty and staff sign an affirmation supporting the School’s vision, mission and unique school design, as described in the Charter. CPA staff recognizes that their jobs entail far more than similar positions in a traditional public school setting. As faculty and staff accept more responsibility a gradual shift in accountability is required. Professional development opportunities will be provided to ensure that staff remains abreast of all relevant changes in laws and operational requirements. The roles and qualifications of school staff are reflected below.

The process for staff selection will include the submission of resume and recommendations and interview process in accordance with the qualifications
detailed below. Compensation will be in accordance with a scale developed by the board

EMPLOYEE QUALIFICATIONS
“The qualifications to be met by individuals to be employed by the school.” CA ED. CODE § 47605(B)(5)(E)
Community Preparatory Academy is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students and the mission of the school. All teachers and staff at Community Preparatory Academy will be “at-will” employees, in accordance with California law, meaning that the employment relationship can be severed by either party at any time, with or without cause. All employees will be compensated commensurate with their experience and job responsibilities, and CPA will provide benefits, including health insurance and retirement plans, as detailed in the Employee Handbook which all employees will receive. Job descriptions, work schedules, compensation, benefits and other terms and conditions of employment will be reviewed and modified as necessary to meet the needs of the school and students.

For the 2014-15 school year, we anticipate the following staff positions:

- Principal
- CEO/Business Manager (outside contract with CSMC)
- Classroom Teachers and Instructional Aides

As the school grows, we will add:
- Assistant Principal/Student Dean
- Additional Classroom Teachers and Aides
- Specialist teachers (Art, PE)
- Additional Office support

In addition, if we utilize a Prop 39 facility we anticipate that we will enter into a facilities-related MOU with the District for services such as food service, maintenance and grounds keeping; along with the aforementioned Special Education MOU and staffing/services provided therein.

QUALIFICATIONS OF EMPLOYEES

NECESSARY JOB DESCRIPTIONS AND QUALIFICATIONS
Employees’ job duties and work basis will be negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.
II. ADMINISTRATIVE STAFF

PRINCIPAL
The Board of Directors for Community Preparatory Academy will select a Principal. The Principal shall embody, advocate, and put into operation the mission, vision and strategic direction of Community Preparatory Academy. The Principal shall oversee all aspects of the school’s programs, including financial, operational, educational operations, and strategic planning. The Principal shall not be a member of the Board of Directors but shall fulfill the role of Chief Executive Officer within the corporation and as the corporation’s general manager shall have general supervision, direction and control over the corporation’s business and officers, subject to the control of the Board of Directors. The Principal shall have the general powers and duties of management customarily vested in a corporation’s CEO, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

The Principal will hire, supervise, discipline and, as needed, dismiss the Assistant Principal (hired after Year 1). The Principal may, in collaboration with these two lead positions, promote, discipline and, as needed, dismiss staff and teachers at the school after consideration of a recommendation by the Assistant Principal and/or CEO/Business Manager.

The successful Principal will have:

- Proven experience and exceptional skills in educational and organizational leadership with a record of creating a positive school culture of respect and collaboration;
- Experience recruiting, hiring, training and supervising successful teachers and effective staff, ideally in a charter, independent or public school with demonstrated high achievement;
- Experience with school operations, including budgets, finances, fundraising, facilities, health and safety and other operational management;
- Exceptional communication skills encompassing the ability to
communicate effectively with, motivate, engage, and lead different stakeholders (students, teachers, parents, Board);

- A track-record of success in implementing a data-driven culture with high expectations, ideally leveraging technology/blended learning components, utilization of differentiated instructional strategies and targeted interventions focused on individual student achievement;

- Demonstrated expertise implementing and evaluating culturally responsive pedagogy

- Expertise in curriculum design, supervision and evaluation (student and faculty) that includes experience in backwards design, constructivist and project-based approaches to teaching, and commitment to incorporating learning goals beyond the state standards;

- Experience working with diverse populations in a high-need, underserved community;

- A valid California Teaching Credential and Administrative Credential (or equivalent) required, Master’s degree in Education preferred;

- At least three years of teaching experience and five years’ experience working as a member of a school leadership team, preferably in a charter setting;

- Passion and commitment to ensuring that all students reach high levels of academic achievement and are prepared for the college and career of their choice.

The duties of the Principal are as follows:

**Planning and Operations:**

- Oversee the day-to-day operations of the School including creating a positive school culture and environment of cooperation and respect at all levels;

- Ensuring compliance with federal, state, and district law and policy;

- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings;

- Facilitate strategic planning with the Board of Directors;

- Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps;

- Develop appropriate budget projections and resource allocation, in collaboration CEO/Business Manager and any back office service provider.

**Educational Leadership:**

- Recruit, hire, train and supervise talented teaching staff in implementing best practices consistent with Community Preparatory Academy’s educational philosophies;

- Oversee the Assistant Principal and his/her responsibilities for teacher
mentoring/coaching, professional development and evaluation; the SST and IEP process and ensuring appropriate services and supports for students with special needs; planning and collecting formative and summative assessment data and analyzing data; parent communications and more;

- Provide hands-on guidance and coaching to teachers as they create and implement a rigorous culturally responsive curriculum;
- Provide hands-on guidance and coaching to teachers in the development of multiple assessments;
- Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;
- Oversee teacher professional development via both in-house training sessions (including a week-long Summer Teacher Institute), visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library);
- Develop and implement a teacher evaluation process;
- Develop partnerships with other area schools and educational consultants to support teacher's professional development;
- Oversee CPA's policies and programs relating to Special Education, English Learners, Gifted and Talented students and other sub-groups;
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed.

**Communications**

- Promote the school mission and philosophy throughout the school community;
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members;
- Collaborate with Assistant Principal and other staff in providing regular communications to families via email, the school's website, letters home, and other avenues;
- Oversee self-evaluation efforts of the school relating to operations, including parent surveys
- Facilitate meetings of the School Advisory Council, facilitate parent volunteers, outreach to prospective and current families, coordinate parent education workshops, facilitate parent conferences, and work with other school leaders and parent volunteers to form community partnerships with appropriate agencies to provide services to our students and families

**External Relations**

- Develop and maintain effective relationships with the District, and oversee all aspects of charter renewal, review and compliance;
• Oversee the WASC accreditation process and any related activities;
• Represent the school at public meetings/forums, in the media and as a community leader.

ASSISTANT PRINCIPAL
The Principal will recruit, interview, and recommend candidates for the position of Assistant Principal to the Board of Directors. Selection of the Assistant Principal by the Principal and Board of Directors will be based on proven experience in educational leadership, educational vision and relevant experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform.

The Assistant Principal will support the instructional vision and operations of the school by working collaboratively with the Principal and other members of the school team.

Qualifications
• Leadership, supervision and staff development experience;
• Experience teaching English language learners and Standard English Learners in an urban educational setting;
• Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors and community stakeholders;
• Proficiency in the collection and analysis of student achievement data;
• Knowledge of Special Education law and services;
• Advanced degree, preferably in education and/or administrative credential; and
• In-depth understanding of and commitment to the School’s vision and mission.

Responsibilities include:
• Assist Principal with recruiting, hiring, supervising, coaching, and evaluating all faculty and instructional staff, including providing hands-on guidance and coaching to teachers in curriculum and assessment development, data analysis, instructional practice and more;
• Assist Principal in planning and implementing professional development;
• Manage intervention programs for academically at-risk students, including coordinating all aspects of Special Education and the Student Success Team to ensure:
  o Compliance with all applicable laws, regulations and policies
  o Supervision, support and evaluation of Special Education services providers
  o Helping identify students in need of intervention
  o Communicating with staff and parents regarding interventions
o Initiating new intervention programs as necessary
o Training staff (instructional aides, tutors) and volunteers
o Using assessment data to track the success of interventions
o Attending SST and IEP meetings
o Providing staff development on intervention programs
o Providing small group and one on one literacy intervention

- Oversee and support student attendance including communicating with parents regarding attendance and truancy;
- Assist Principal in overseeing and planning parent-teacher conferences, parent meetings and parent education;
- Oversee parent volunteer training and assignments;
- Ongoing schedule management
- Coordinate all state testing (CST, CELDT, etc.), including:
  o Attending trainings related to the administration of state tests
  o Training staff in preparation for test administration
  o Ensuring the security of test documents
  o Scheduling and supervising test administration
  o Coordinating the submission of test materials
  o Supporting teachers with test administration (make-up tests, etc.)

**CEO/BUSINESS MANAGER**
The CEO/Business Manager will provide support to the Principal as the lead supervisor and coordinator of all day-to-day business and operations functions of the school, enabling the Principal to focus more of his/her daily energies on the instructional program. The CEO/Business Manager, under the close supervision of the Principal, will ensure that appropriate reporting, accounting, fiscal management, record keeping and facilities-related functions are implemented successfully to ensure the organizational health and stability of the school. The CEO/Business Manager will report directly to the Principal and will be responsible for the supervision of all non-instructional staff, including office and clerical staff, food services, maintenance, and janitorial staff. The CEO/Business Manager will also serve as the primary point of contact for Community Preparatory Academy’s back-offices service provider, in processing attendance reporting, payroll, invoices and other daily accounting functions. The CEO/Business Manager will also help coordinate the efforts and payment of other contractors such as after-school providers, transportation, auditors and more.

**Qualifications include:**
The ideal candidate will have experience in non-profit management, budgeting, government relations, operations and communications. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multi-task and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.
While experience in non-profit management and, specifically, in the charter school movement are pluses, they are not required. Excellent oral and written communication is required. A Master’s Degree in a relevant field is preferred.

Responsibilities of the CEO/Business Manager include:

**Planning and Operations:**
- Assist Principal in coordinating with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics.
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities.
- Monitor Principal in ensuring compliance with applicable laws, regulatory reporting, contractual obligations, and donor restrictions.
- Monitor Principal with preparation (with outside experts as needed, including legal) and updates as appropriate of the Employee Handbook, Health and Safety Handbook and Family Handbook, and ensure all parties receive and acknowledge receipt.
- Provide and implement an emergency plan that details procedures for staff, students and volunteers.
- Oversee facilities including maintenance, custodial, grounds keeping and other upkeep in collaboration with the District.
- Monitor Principal in securing appropriate furnishing, materials, supplies and equipment for school operations.
- Oversee, in collaboration with the back office service provider and legal, HR functions including background checks, medical clearance, credentials and other requirements and record-keeping for staff and volunteers.
- Supervise installation of school computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.;
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision.

**Fundraising and Financial Oversight:**
- Assist Principal in developing appropriate budget projections, in collaboration with back office service provider;
- Assist Principal and board in fundraising efforts via grants and corporate sponsorships;
- Oversee and manage payroll, contracts and all other financial and accounting operations, coordinating the efforts of back office service provider.

**Outreach and Communications**
- Oversee the school’s website, email/list-serves and distribution of newsletters and other means of communication with the parents, teachers, volunteers and other community members;
• Oversee applications for admission and implementation of proper lottery procedures (as needed) in compliance with applicable law and regulations;
• Oversee collection of all enrollment paperwork.

III. INSTRUCTIONAL STAFF

TEACHERS
All teachers at Community Preparatory Academy will be required to possess and maintain a current California Commission on Teacher Credentialing Certificate, permit, or other document that would satisfy school district requirements and meet all legal requirements to teach in California public schools. All core subject teachers will be “highly qualified” as that term is defined under the No Child Left Behind Act (NCLB), and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools such as Community Preparatory Academy. In addition, CPA will place priority on hiring teachers who possess a Cross-cultural, Language, and Academic Development (CLAD) certificate (or equivalent California Commission on Teacher Credentialing EL certification) to ensure that they have appropriate academic preparation to address the needs of students who are English learners. CPA will seek teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training. CPA also will actively seek to recruit and hire
teachers who possess a Bilingual Cross-cultural, Language, and Academic Development (BCLAD) certificate (or equivalent).

**Teacher Hiring Process**

Teachers will be selected by the Principal and/or Assistant Principal on an application and interview basis, in consultation with teachers at the school when appropriate (i.e. Lead Teachers). Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. In order to secure the most qualified candidates, Community Preparatory Academy will institute the following multistep process for the hiring of teachers:

1. A job announcement will be posted on the school’s website and other websites (i.e. Edjoin, CCSA, idealist, craigslist), in education publications, in university schools of education, and in flyers made available to educators through other contacts.

2. Cover letters, résumés, and letters of reference will be requested and accepted during the application period. Candidates may also be asked to provide written responses to specific questions, such as why they are interested in our school, their educational philosophy, and commitment to student achievement.

3. Based on the strengths of written applications, candidates will be contacted for an initial phone interview, which will follow a pre-set list of questions determined by the Principal and Assistant Principal.

4. Based on the outcomes of the phone interview, candidates may be invited for an in-person interview with the Principal and/or Assistant Principal and other teachers on staff when feasible and appropriate.

5. Candidates who are successful during the formal interview may also be invited to conduct a demonstration lesson for the Principal, Assistant Principal and/or other teachers when feasible and appropriate.

6. References and credentials will be checked.

7. Offers of employment will be made, contingent on final fingerprint and background checks in accordance with applicable law.

Once hired, teachers at Community Preparatory Academy will be expected to:

- Commit to the vision and mission of CPA as well as the goals and expectations described within the charter petition
- Work in a committed way to advance the academic and social success of every student
• Provide a quality, enriched and highly effective curriculum
• Provide continual assessment of student progress and maintain accurate and timely records
• Continually evaluate lesson outcomes in order to make data based instructional decisions that meet the needs of students
• Provide a safe, nurturing and effective classroom environment that reflects and facilitates the academic program described in the Community Preparatory Academy charter
• Provide peer assistance and regularly collaborate with fellow teachers
• Continually seek professional growth according to the instructional and programmatic priorities of the school
• Utilize educational technology in the classroom when appropriate to facilitate learning and enrich the curriculum
• Actively strive for continuous and open communication with parents and community members
• Maintain regular, punctual attendance

TEACHER EVALUATION
As evident throughout the hiring process, attracting effective teachers will be of utmost importance at Community Preparatory Academy. Once hired, teachers will be evaluated annually using a comprehensive system that incorporates multiple measures of performance. A thorough evaluation system will ensure not only that teachers continue to grow professionally during their years at CPA but that only highly effective teachers are retained. The teacher performance evaluation process will include:
• The use of value-added data, consistent with current trends in teacher evaluation:
  o The Principal will conference individually with teachers no less that than twice each year to review and discuss the academic progress of the students in their classroom.
  o The Principal and teacher will participate in an analysis and discussion of impact on student learning over time, across all student groups
• Teacher performance will be evaluated using a criteria rubric that describes various levels of accomplishment as they pertain to job duties. The criteria rubric will be shared with teachers during professional development prior to the opening of school so that teachers are familiar with the process.
  o Teachers will receive feedback from the Principal regarding their effectiveness in all aspects of the job (i.e. instruction, parent communication, planning, collaboration, support of the school’s mission).
• The Principal will meet individually with teachers at the start of each school year for dialogue and goal setting and later in the year to assess progress toward goals.
• All teachers will be expected to maintain professional portfolios that
document the features of their classroom program, including long and short term instructional planning, student assessment, student work, meeting the needs of all students, collaboration with colleagues, and parent communication.

- Teachers will develop a plan for professional growth that will be approved annually by the Principal.

INSTRUCTIONAL AIDES
While teaching assistants are not required to hold credentials, Community Preparatory Academy also will ensure that all Teaching Assistants possess an AA degree or two years of college with a minimum of 60 semester units. They will be expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

OTHER CERTIFICATED STAFF
Community Preparatory Academy will recruit and maintain a list of qualified teaching substitutes.

FINANCIAL ADMINISTRATION
In order to run the administrative financial functions of the school, Community Preparatory Academy will contract with Charter School Management Corporation (CSMC). Lead by Mr. Sandro Lanni, CSMC is a highly respected charter school back-office services provider supporting schools throughout Southern California. CSMC’s expert and attentive staff have years of combined expertise in public charter school finance, compliance, reporting, human resources, payroll services and much more. CSMC and an assigned “specialist” will effectively serve as our “Chief Financial Officer,” handling, among other things:

- Bill paying
- Cash-flow management
- Financial reporting
- Accounting
- Budgeting
- Payroll
- Retirement reporting
- Funding research
- Audit preparation
- Internal controls
- Sample HR documents
- Compliance
- Attendance accounting
- Legislation research
- Strategic planning

The CEO/Business Manager will bear primary responsibility for the fiscal administration of the school, overseeing the work of the back office service
provider. Ultimately, the Board is responsible for the fiscal management of the school. At each Board meeting, representatives from the back office service provider and the CEO/Business Manager will present detailed “dashboard” reports to the Board (which are available online to all Board members and lead staff in real-time), documenting revenues and expenses against budget, cash flows, and other financials. In addition, the CEO/Business Manager will receive weekly written reports on all financial and accounting activity from the back office service provider. The accounting systems Community Preparatory Academy plans to adopt will adhere to generally accepted accounting principles, giving Community Preparatory Academy strong internal controls.

CLASSIFIED STAFF
Classified and other personnel will be selected by the Principal on an application and interview basis in consultation with other classified staff and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis.

OFFICE CLERKS
Office Clerks will assist the CEO/Business Manager, Principal and Assistant Principal by providing administrative support functions, including, but not limited to: answering telephones, filing reports and records; enrolling students; managing office operations including parent volunteers; ordering and purchasing office and classroom supplies; preparing correspondence, reports, bulletins, files, forms, memos and other clerical duties. Office clerks will also provide bilingual translation with parents as needed. Classified staff and other school site personnel will be evaluated by the CEO/Business Manager based upon the level and quality of completion of assigned job duties and regular, punctual attendance.
IV. CREDENTIAL MONITORING

LAUSD may request to inspect the credentials on file for core teachers as needed. These credentials shall be maintained securely on file at the School. Fingerprinting and background checks will be conducted as required by law with potential employees processing through Live Scan.

V. PROFESSIONAL DEVELOPMENT

CPA proposes to dedicate resources to ensuring staff is highly qualified and trained to implement the charter’s vision and mission of academic excellence, emotional well being, and social responsibility. Staff will receive the following professional development:

- Minimum 2 weeks of staff development each summer
- Yearly training on Peer Mediation and Diversity Training
- Yearly training on child and adolescent development
- Yearly training on building home-school-community connections
- Yearly training on Pedagogical tools such as Socratic Seminars, Reciprocal Teaching, project and thematic-based teaching and narrative assessment.
- Yearly training in core content areas
- Yearly training in curriculum development with focus on integrated curriculum
- Yearly training on culturally relevant pedagogy
- Ongoing training in any identified areas of need
- Ongoing training in areas of legal responsibility
- Ongoing opportunities for conference attendance

In addition to the aforementioned training, weekly opportunities will be available for faculty study time and staff collaboration in the form of "Early Dismissal Wednesdays".

STAFF RECRUITMENT

Staff will be recruited through the use of educational related job lists such as Ed Join, postings on our website, participation in job fair opportunities such as those offered by CCSA and general listings in various print and online media.
HEALTH AND SAFETY

Governing Law: “The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in section 4437. – Education Code Section 47605 (b)(5)(F)”

HEALTH, SAFETY AND EMERGENCY PLAN

Community Preparatory Academy 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. Community Preparatory Academy 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)

Community Preparatory Academy 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.
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.

I. COMPREHENSIVE SAFE SCHOOLS PLAN

The health and safety of CPA students and staff is our highest priority. For this reason, the Governing Board will adopt and staff will implement a Comprehensive Safe Schools Plan and related policies and will incorporate them
as appropriate into the Employee Handbook and Student and Parent Handbook. The procedures to ensure the health and safety of pupils and staff include, but are not limited to:

- A requirement that all enrolling students provide immunization documents to the extent required for enrollment in a public school.
- A requirement that all staff have required inoculations upon employment.
- A requirement for all staff and volunteers who work directly with students to have a current negative TB result in accordance with Education Code Section 49406.
- Polices and procedures for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires, earthquakes and related seismic safety.
- Training for staff related to preventing contact with blood-borne pathogens.
- Requirement that all instructional and administrative staff receive and have on file current First Aid and CPR training.
- Identification of specific staff that will be trained in the administration of prescription drugs and other medicines.
- Identification of specific staff that will check for lice.
- A policy establishing that the school is a drug, alcohol and tobacco free workplace.
- A description of safety provisions for auxiliary services such as food services and transportation.
- A policy for reporting incidents.
- Fingerprinting and criminal background check shall be conducted prior to employment of every employee as required by Education Code Section 44237. Fingerprinting and criminal background checks may also be conducted on volunteers who work directly with students out of the direct supervision of a credentialed employee. Contractors shall be fingerprinted and receive criminal background clearance in accordance with Education Code Section 45125. CPA will adhere to existing State of California laws regarding fingerprinting, criminal records summaries and drug testing of employees.
- Health screenings shall be conducted in conformance with state law.
- Child Abuse and Neglect Reporting: CPA administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal Code Section 11164 Et. Seq.
- Policies for addressing sexual harassment for all employees, students and parents in any combination thereof, including student to student.
- Facilities: CPA facilities shall meet applicable federal, state and local building and safety codes and requirements, including, but not limited to, the Americans with Disabilities Act, AHERA, and playground safety in accordance with Education Code Section 47610.
- A nepotism policy
- An AIDS/HIV and Hepatitis B information policy
- An ethics policy

The health, safety and risk management policies will be further developed in consultation with the School's insurance carriers and will address the following topics:

- Prevention of contact with blood-borne pathogens
- Training of instructional and administrative staff in emergency response which includes “first responder” training or its equivalent
- Immunizations of students and documentation of required records of immunizations of students and staff in compliance with public school mandates
- Administration and secure storage of prescription drugs and other medicines
- Alcohol, drug, and tobacco free schools and workplaces
- Requirement of criminal background checks of all employees prior to employment per Ed Code 44237
- Requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students
- Procedures for responses to emergencies and natural disasters, including fires, earthquake, intruders on campus, etc. (disaster plan)
- Immediate reporting of suspected child abuse, acts of violence, or other improprieties, and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section11164
- Sexual harassment prevention training and administrative response to claims
- Vision, hearing and scoliosis screenings as required of all California public schools and in accordance with standards established by the California Department of Education
- School staff will conduct annual reviews to ensure all auxiliary services are safe (custodial services, hazardous materials) by developing appropriate policies, monitoring of compliance with those policies and implementation of awareness training
- Staff training on school policies and procedures

In summary, CPA will comply with all local safety ordinances as it relates to the integrity of the school structure. Periodic inspections will be undertaken on a
yearly basis and as necessary, to ensure such safety standards are met. School facilities will comply with state building codes, ADA access requirements and other applicable governmental requirements. The school safety plan will be reviewed and updated yearly. School staff will be trained annually on the safety procedures contained therein. An annual review will be conducted to monitor all auxiliary services to ensure their safety (food services, transportation, custodial, and hazardous materials). These policies and procedures will be included, as appropriate, in student and staff handbooks and training, and will be practiced and rehearsed. They will be reviewed and revised annually or as needed.

II. FACILITY PLAN
CPA has identified a possible location at 2919 Slauson Blvd in Los Angeles. This site is permitted for use as a school and is a former private school site. The facility is presently unoccupied and ready for immediate use. The site consists of an approximate 15,000 sq. ft. building on a 1.59 acre parcel accommodating 400 students. There are classrooms, dedicated office space, multipurpose room, kitchen area, playground and on site parking.

CPA plans to submit an application for space through the Prop 39 process in Fall 2013. While the school has a specific interest in the Crenshaw District, the general area CPA seeks to locate within and draw students from is bounded by the 10 Freeway to the North, the 105 Freeway to the South, the 110 Freeway to the East and the 405 Freeway to the West.

CPA assures that the school facilities will comply with state building codes, Federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.
CPA further assures that a site will be secure with an appropriate Certificate of Occupancy and that a comprehensive school safety plan will be developed and kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan.

III. 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:

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

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

**AUXILIARY SERVICES**
School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

**STAFF RESPONSIBILITIES**
All employees will be responsible for their own safety, as well as that of others in the workplace. Community Preparatory Academy will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Community Preparatory Academy’s premises, or in a product, facility, piece of equipment, process, or business practice for which Community Preparatory Academy is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis Community Preparatory Academy may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

**CHILD ABUSE REPORTING**
Community Preparatory Academy will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting. Community Preparatory Academy staff must report to the proper authorities if they suspect the following is occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The Principal will
work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and/or proper authorities.

All suspected cases of child abuse will be brought to the attention of the Principal and child protective agency. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the Police/Sheriff’s Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Police/Sheriff’s Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, Community Preparatory Academy staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent /guardian.

**IMMUNIZATIONS, TUBERCULOSIS TESTING, AND SCREENING**

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Tuberculosis (TB) tests. Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school. Community Preparatory Academy will adhere to Ed Code § 49450, et seq., as applicable to the grade levels served by the school.

**PRESCRIPTION MEDICATIONS**

Community Preparatory Academy will adhere to Education Code Section 49423 regarding administration of medication in school.

**BLOOD BORNE PATHOGENS**

Community Preparatory Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students 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 bodily
fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

EMERGENCY SITUATIONS

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

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills
Disaster drills will be conducted at least once every two months. Teachers will instruct students on the “duck and cover” routine. The “duck and cover” drill will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students will be instructed to remain quiet and orderly so that they are able to hear additional instructions when given. All drills will conclude with an “all clear” announcement on the intercom or a visible signal from the administrative staff.

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

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

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

**Bomb Threats**

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

Based on the information at hand and recommendation of law enforcement, the administrative staff will make a decision as to whether or not an immediate evacuation is warranted. If so, the evacuation code word (provided to all staff and faculty in advance) will be given over the intercom and established evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

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

**Evacuation Plan**

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.
Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by designated administrative staff in accordance with the safe school plan. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

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

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

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

Criminal Background Checks and Fingerprinting
Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
ELEMENT 7

MEANS TO ACHIEVE A REFLECTIVE RACIAL AND ETHNIC BALANCE

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

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary 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 Community Preparatory Academy 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”). [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 Community Preparatory Academy shall have the right to continue attending Community Preparatory Academy until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Community Preparatory Academy shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.
Community Preparatory Academy 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. Community Preparatory Academy 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 Community Preparatory Academy under the NCLB-PSC program increases in subsequent years, Community preparatory Academy 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, [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. Community Preparatory Academy understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Community Preparatory Academy 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

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

I. RECRUITMENT AND ENROLLMENT STRATEGY
CPA will implement a student recruitment plan that includes, but is not limited to, the following elements or strategies to achieve a racial and ethnic balance among the School’s students that is reflective of the general population residing within the jurisdiction of the District, including students with special needs and English Language Learners:

• The development of promotional and informational material that appeals to all of the various racial, ethnic and special needs groups represented in our community, with all materials translated into Spanish

• The distribution of promotional and information materials via print media, web-based channels, school site location, and through community groups and agencies that serve the various racial, ethnic, special needs and related interest groups reflective of the community

• The scheduling of outreach meetings to reach prospective students and parents, including school tours in English and Spanish

• The development of a website in English and Spanish

• Upon charter approval, CPA will begin outreach activities in early 2014 with initial tentative informational dates set for 1/18/14, 2/1/14, 2/15/14, 3/1/14, 3/15/14, 3/29/14, 4/12/14, and 4/26/14 – location to be determined.
ADMISSION REQUIREMENTS

**Governing Law:** “Admission requirements, if applicable.” Education Code Section 47605(b)(5)(H)

**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.

**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.

Community Preparatory Academy will be open to all students residing in California who wish to attend the school, as outlined in Education Code § 47605(d)(2)(A). Community Preparatory Academy shall not discriminate on the basis of the characteristics listed in Education Code Section 220, including actual or perceived 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 or association with an individual who has any of the aforementioned characteristics.

ADMISSION REQUIREMENTS & PREFERENCES
Community Preparatory Academy will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. CPA will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Community Preparatory Academy is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.” During the enrollment period, informational meetings will be conducted at least once a month for interested parents. The meetings will be conducted in English or Spanish either at the school site or at a location within the community surrounding the school. Informational meetings will occur at times that are most convenient for parents. During the meetings, parents will receive information about the school’s programs, the application process, and bilingual assistance with the completion of forms will be made available to interested parents.
As a charter school, Community Preparatory Academy is a school of choice, and Community Preparatory Academy may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

In accordance with applicable law and federal guidance, the following groups of students will be exempted from the lottery:
- Students who are currently enrolled
- Siblings of admitted students
- Children of Founding Parents, teachers and staff not to exceed 10% of total enrollment in accordance with District policy on Founding Parents.

In addition to the foregoing, admissions preference will be given first to residents of the District. During any period of funding for the Public Charter Schools Grant Program, this admissions preference will be given a 2:1 weighting factor or as otherwise agreed upon with the District during the single weighted public drawing.

**LAUSD Founding Parents Policy**

1.1. "Founding Period": The applicable time period in which an individual can be deemed a Founding Parent/Founder is the specific period during which the charter petitioner team is developing the charter school through the school’s first day of instruction. The petitioners must submit to the Charter Schools Division documentation establishing an official start of founding period at the time of charter petition submission (i.e., typically 12-18 months prior to charter approval; reflected in board minutes). A school may not add to the founding group after the first day of instruction. For Community Preparatory Academy the founding period will be from January 1, 2014 through the first day of school opening.

1.2. "Founding Parent/s" or "Founders" are respectively defined as parent/s or legal guardian/s or individuals who contribute substantial personal time and effort to develop the new charter school during the established Founding Period as noted in subsection 1.1. There shall be no requirement that Founding Parents/Founders contribute funds as a part of their commitment. Petitioners must prescribe in their charter petition the eligibility criteria for Founding Parents/Founders, including defining the appropriate minimum number of volunteer hours required. For Community Preparatory Academy the eligibility criteria for Founding Parents/Founders are 200 hours volunteer time on a board approved charter development committee and project.

1.3. Founding Parent status cannot be delegated or transferred to other individuals. Preference for children of Founding Parents/Founders may
apply during the life of the charter as long as pupils who qualify for this preference does not constitute more than 10 percent of the school’s enrollment. The admissions preference is applicable to all children of the charter school’s Founding Parents/Founders even if the children do not begin attending the charter school until after the first year of the school’s operation.

1.4. For charter schools that have more applicants than space available, children of Founders shall be exempted from the random public admissions lottery and not to exceed more than 10 percent of the school’s enrollment.

1.5. For oversight purposes, charter school applicants must submit to the Charter Schools Division documentation confirming the following information: a list of Founders, contact information, and number of volunteer hours performed, an aggregate count of Founders’ enrolled children by grade.

1.6. As part of oversight, the District may audit the charter school’s lottery and admissions practices to ensure compliance, including conducting interviews of Founders.

No other exemptions or preferences will be assigned. The Community Preparatory Academy Governing Board (Validation Academies) may review and revise this preference policy as necessary for the well-being of the school.

ADMISSION PROCESS AND OPEN ENROLLMENT
In order to be included in the admissions lottery (if a lottery is necessary), families must submit an pre-enrollment application form. A copy of the draft Pre-Enrollment Application Form may be found in the Appendix. Application materials will be made available in English, Spanish other languages as needed. The enrollment period will be advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the school’s website. Community Preparatory Academy also will attempt to advertise through local media as the school’s budget permits. With the exception of the first year of the school, whose timetable will be adjusted depending upon when charter approval is obtained, open enrollment will occur beginning November 1 each year and continue through the last Friday of March of the same school year. All interested families will be required to submit a completed Pre-Enrollment Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Submitted Pre-Enrollment Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are
received.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline the school will hold a single public random lottery to determine enrollment for the impacted grade level.

**PUBLIC RANDOM DRAWING PROCEDURES**

As stated, should the number of pupils who wish to attend the charter school exceed the school's capacity, then admission will be determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). Lottery rules and deadlines will be communicated via the Pre-Enrollment Application Form, flyers/posters, and the Community Preparatory Academy website. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

The Community Preparatory Academy Principal and at least one other school employee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. Explanation also will be provided to ensure that parents/guardians understand that the lottery numbers are just one step of the process, and that the school must also calculate spaces for those who are exempt from the lottery (e.g., currently enrolled students and siblings) or have sibling preference.

The Community Preparatory Academy lottery will occur during the month of April each year following the close of the open enrollment period. The lottery will be conducted at a time that is convenient for a majority of interested parties and will be open to the public. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery (either on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties. Community Preparatory Academy will invite respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

Pre-Enrollment Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the school’s main office for inspection upon request. Each applicant's application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.
Families of students who are offered spots will be contacted by mail, email and if needed, telephone, and asked to complete an Enrollment Packet (see draft in the Appendix) to secure their spot. Community Preparatory Academy staff will be available to assist families in completing this paperwork if needed.

**WAIT LIST**
The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until Community Preparatory Academy’s admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

**NO CHILD LEFT BEHIND**
Community Preparatory Academy will adhere to all admission and enrollment provisions of No Child Left Behind (NCLB) pertaining to Public School Choice and other legal requirements.

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**ELEMENT 9**

**FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY**

I. **BUDGETS AND FINANCIAL PLANS**
**Governing Law:** The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. -- Education Code Section 47605(b)(5)(l).

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(l) 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 of Reports

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction

j. Other reports as requested by the District

Each spring Community Preparatory Academy will establish an annual budget, monthly cash flow projections, and a three-year financial projection. The Principal will prepare the budget in collaboration with the CEO/Business Manager and back office service provider, and work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and will also include ample reserves to accommodate cash flow challenges. At this time, a number of contingency budgets will be prepared to provide a framework in the case of an unexpected increase in expenses or cut in revenue. The budget development process will begin in March of the preceding fiscal year and continue through the Governor’s May revisions of
the State budget. The budget and three-year projections will then be presented to the Governing Board of Directors for discussion and approval.

The Principal and Finance Committee will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year. The Principal and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. Governing Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls. Community Preparatory Academy’s first year operational budget, as well as cash flow and financial projections for the first five years can be found in the Appendix.

II. BUSINESS MANAGEMENT
As noted in Element 5, above, the CEO/Business Manager of Community Preparatory Academy will have responsibility for financial matters at the school under the policies adopted by and oversight provided by the school’s Board of Directors. The Board will supervise the CEO/Business Manager, who will manage the day-to-day financial operations of the school in collaboration with CSMC, a non-profit provider of charter school business management services, for back office support. The school selected a back office service provider based on its experience, comparative cost analysis with organizations that offer similar services, and strong reputation.

III. ATTENDANCE AND ACCOUNTING
CPA will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

CPA will provide reporting to LAUSD as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Section 47604.33 and 47605(m), and the School Accountability Report Card (SARC).

IV. FISCAL AUDIT
_Governing Law:_ “The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to
An annual independent fiscal audit of the books and records of CPA will be conducted as required under the Charter Schools Act, section 47605(b)(5)(l) and 47605(m). The books and records of CPA will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

**A. Annual Financial Independent Audit**
Consistent with charter school legislation, CPA will conduct an independent annual audit at the expense of the School. The audit will be conducted in conformance with Generally Accepted Accounting Principles (GAAP).

**B. Selection of Auditor**
CPA’s Governing Board will be responsible for commissioning the annual audit by an independent third party auditor who will report directly to the Governing Board. The auditor must be on the State Controllers approved list of educational auditors. Whether the auditor is on the approved list will be verified by the CEO/Business Manager. Persons involved in selecting and overseeing the auditor’s work will not have a direct, personal financial stake in matters audited. The CEO/Business Manager will be responsible for contracting with an accountant to conduct the required financial audit and will be responsible for working with the auditor along with the back office service provider to complete the audit.

**C. Scope of Audit**
Audit will include a review of the financial position of the school and related fiscal policies and procedures. The audit will also include a review of the school’s attendance accounting policies, practices and related reporting, in addition to any other areas mandated by law.

**D. Submittal of Audit**
CPA’s Governing Board will formally approve the audit and the CEO/Business Manager will ensure that copies are submitted by the auditor to Los Angeles Unified School District, the Los Angeles Unified School District, the State Controller and the California Department of Education within the prescribed deadlines required by Education Code Section 47605 (m).
E. Audit Exceptions

CPA’s audit committee will review any audit exceptions or deficiencies and report to the School’s Board of Directors with recommendations on how to resolve them. The Board will report to LAUSD regarding how the exceptions and deficiencies have or will be resolved. CPA will resolve outstanding issues from the audit prior to the completion of the auditor’s final report after discussion and consultation with the audit by the Governing Board who will decide along with the CEO/Business Manager how to address and resolve any deficiencies, findings, material weaknesses or audit exceptions.

V. PROGRAMMATIC AUDIT

Each year, CPA shall produce a programmatic audit containing, at a minimum, the following information:

- Summary data showing student progress toward the goals and outcomes specified in Element 2 from assessment instruments and techniques listed in Element 3.
- An analysis of whether student performance is meeting the goals specified in Element B. This data should be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school’s Governing Board during the year.
- Data on the level of parent involvement in the school’s governance (and other aspects of the school, if applicable) and summary data from an annual 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/or a summary of any major change to those policies during the year. Information demonstrating
whether the school implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population.

- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

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**ELEMENT 10**

**PUPIL SUSPENSION AND EXPULSION**

_Governing Law:_ The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b)(5)(J)

**GENERAL PROVISIONS**

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

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

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

Charter School shall 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.

**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 pre-expulsion IEP

- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 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.

I. **STUDENT DISCIPLINE**

CPA’s philosophy on discipline emphasizes a positive approach, in which the student is gradually led towards self-discipline. Students are expected to behave in a respectful way toward their teachers, any adults, their classmates, and toward the property of others. Students will be approached in a respectful manner and asked to comply with the standards of behavior. CPA is committed to creating a safe and nurturing environment for every child. We are equally committed to helping our students grow into healthy, happy, responsible adults. It is also our goal that every student possesses a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the student to do better in the future. CPA will work diligently to create a school culture that encourages students to take charge of their lives and manage their own learning. Everyone in the learning community will be equipped with conflict resolution techniques and problem-solving skills to help facilitate successful interactions with others. Students will be empowered to establish clear behavioral expectations and appropriate consequences within the community.

CPA’s Student Discipline Guidelines are based upon a philosophy of respect:

- Respect for all human beings
- Respect for the guidance provided by teachers, staff, volunteers and parents
- Respect for the Earth and all living things
- Respect for all school and personal property
- Respect for our school community
Community Preparatory Academy

- Respect for our neighbors

II. CLASSROOM MANAGEMENT

Each teacher is fully responsible for the discipline in his or her classroom. He or she will collaborate with students to develop a classroom management system appropriate for that age level to help students understand and integrate these guidelines and rules into their daily activities.

Prior to each school year teachers will review their individual classroom management guidelines with the Principal. The classroom guidelines will be discussed explicitly with students as teachers are creating a community in their classroom.

Staff, Administration and Families will discuss and design the school-wide disciplinary guidelines during specific workshop sessions at the beginning of the school year, which include conflict resolution techniques. Teachers and staff will be asked to read and discuss current research on classroom management. This will create a common foundation for the staff to discuss frameworks for classroom management style and continue to refine the guidelines to meet the needs of the students in their classrooms.

Teachers are responsible for making their classroom management system known to all staff, their students, volunteers and parents of their students. This is intended to promote partnership and support to carry out the rules and guidelines, ensuring uniformity in understanding, interpretation, and implementation of the system.

III. SUSPENSION AND EXPULSION

CPA establishes its Pupil Suspension and Expulsion Policies and Procedures to promote learning and protect the safety and well being of all students. When the Policy is violated it may be necessary to suspend or expel a student from regular classroom instruction. These detailed policies and procedures regarding suspension and expulsion will be periodically reviewed by the CPA Board, including but not limited to periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension and expulsion. This policy shall serve as CIA’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe behavioral expectation.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention, suspension and expulsion.
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 this 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.

CPA shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act 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 regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the Individuals with Disabilities in Education Improvement Act, and all applicable federal laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections according due process to such students.

CPA’s suspension and expulsion process will comply with all applicable laws protecting the constitutional and statutory rights of students generally (e.g. right to due process), and of disabled and other protected classes of students. Related policies will be constructed in a fashion that reasonably balances students’ rights to due process with the school’s responsibility to address an immediate health and/or safety concern and to maintain a safe learning environment. The Principal will be responsible for developing and implementing a comprehensive system to ensure that said due process and related protections are upheld by all staff.

The Principal, School Counselor or designee may recommend a student for expulsion based upon a violation of any of the enumerated offenses below. The Governing Board has the authority to expel a student pursuant to the procedures listed below. The Governing Board’s decision is final. Students who are expelled will be referred back to their district of residence. Students expelled by CPA will not be eligible to enroll in another school as a means of avoiding the suspension or expulsion. Likewise, students expelled from another school will not be eligible to enroll at the School as a means of avoiding the expulsion.

**Suspension and Expulsion Process**

**Grounds for Suspension and Expulsion:** A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or
attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

**Enumerated Offenses:** Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance as defined in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

17. Committed sexual harassment as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 4 to 12, inclusive.

19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational
environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.

21. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

If it is determined by the Governing Board that a student has brought a fire arm or explosive on to campus in violation of #2 above, the student shall be expelled for one year, pursuant to the Gun-Free Schools Act of 1994.

**Suspension Procedure:** The Principal shall have the authority to suspend a student, according to the following procedures:

**Conference:** Suspension shall be preceded by a conference by the Principal, School Counselor or designee with the student and whenever practicable, the teacher, supervisor or school employee who witnessed the behavior(s) leading to suspension. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

The conference may be omitted if the Principal, School Counselor or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this 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.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.
Notice to Parents/Guardians: At the time of the suspension, a school employee 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. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such request without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, School Counselor or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal, School Counselor or designee upon either of the following determinations: 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.

Authority to Expel: Only the Governing Board may expel a student. The Governing Board may expel any student found to have committed an expellable offense(s) listed above in the “Grounds for Suspension and Expulsion.” A student may be expelled by the Governing Board following a hearing.

The Principal shall immediately suspend and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
5. Possession of an explosive.
Except for expulsions for the specific offenses listed directly above, the Governing Board may only expel a student upon making findings that the student committed the expellable offense and that at least one of the following findings is substantiated:

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

**Expulsion Procedures:** A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. The student may be suspended during the expulsion process. The hearing shall be held in a timely manner, not to exceed thirty (30) days after the Principal, School Counselor or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) days before the date of the hearing. The notice shall include:

1. The date and place of the hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of CPA’s student discipline guidelines and/or grounds for suspension and expulsion, which relate to the alleged violation;
4. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
5. The right to inspect and obtain copies of all documents to be used at the hearing;
6. The opportunity to confront and question all witnesses who testify at the hearing;
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.
8. 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;

**Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

**Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision to expel must be supported by substantial evidence that the
student committed any of the acts listed in “Grounds for Suspension and Expulsion” above and meets one of the findings specified under “Authority to Expel” above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Governing Board decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**Written Notice to Expel**: The Principal, School Counselor or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the acts listed in “Grounds for Suspension and Expulsion” above.
2. Notice of the student's or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with CPA.

The Principal, School Counselor or designee shall send a copy of the written notice of the decision to expel to the student’s district of residence. This notice shall include the following:

1. The student’s name
2. The specific expellable offense committed by the student

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

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

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

**Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:**

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

2. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

3. The School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

4. At the discretion of the person or Governing Board, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

5. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

6. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

7. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes
the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

8. If one or both of the support persons is also a witness, the School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

9. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

10. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

11. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification of SELPA/District
The School shall immediately notify the SELPA and/or District and coordinate the procedures in this policy with the SELPA and/or District the discipline of any student with a disability or student who the School or SELPA and/or District would be deemed to have knowledge that the student had a disability.

**Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP or 504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

**Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, parent, and relevant members of the IEP or 504 Team shall review all relevant information in the student's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP or 504 Plan.

If the School, parent, and relevant members of the IEP or 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, parent, and relevant members of the IEP or 504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP or 504 Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and...
3. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

4. If the School, the parent, and relevant members of the IEP or 504 team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP or 504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

**Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

Students with a 504 Plan may appeal the decision regarding the manifestation determination pursuant to the 504 policies and procedures.

**Special Circumstances**

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal, School Counselor or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

**Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP or 504 team.

**Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing to School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services. If a parent expresses a concern orally and is unable to write, the staff shall provide assistance to that parent.

2. The parent has requested an evaluation of the child.

3. The child’s teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
STAFF RETIREMENT SYSTEM

Governing Law: “The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” – Education Code Section 47605(b)(5)(K)

RETIREMENT BENEFITS
Community Preparatory Academy’s Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). CPA plans to have its teachers participate in the State Teachers’ Retirement System (STRS) (or a similar program) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems. In the event that changes to STRS (as a result of the California Public Employees Pension Reform Act of 2013 or other laws or regulations) warrant a change to the Community Preparatory Academy teachers’ retirement program, CPA will discuss these changes with LAUSD Charter Schools Division staff. If the school should opt to participate in the State Teachers’ Retirement System (STRS), or any other systems, CPA shall work directly with Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and CPA will be forwarded to the STRS Fund as required. Administration of STRS and other retirement programs will be the responsibility of the Principal, working in collaboration with Community Preparatory Academy’s back-office services provider.

Employees will accumulate service credit years in the same manner as all other
members of STRS. For full-time certificated employees who participate in STRS, employees will contribute the required percentage (currently 8.0% of salary), and Community Preparatory Academy will contribute the employer’s portion (currently 8.25%) required by STRS. The school must continue such participation for the duration of the charter’s existence under the same CDS code.

Non-certificated and Classified employees will participate in the CalPERS system. The school must continue such participation for the duration of the charter’s existence under the same CDS code.

**OVERSIGHT OF BENEFITS**

Community Preparatory Academy will contract with Charter School Management Corporation (CSMC) to handle payroll and accounting services. The CEO/Business Manager will be responsible for ensuring appropriate arrangements for coverage have been made. The Board of Directors may, in its discretion, contract with another qualified provider of payroll and accounting services.
ATTENDANCE ALTERNATIVES

**Governing Law:** “The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” *Education Code Section 47605(b)(5)(L).*

Pupils who choose not to attend Community Preparatory Academy 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.

Enrollment at CPA is voluntary. Enrollment at a public school in the district of residence or inter-district transfer according to District policy is an option for student who reside within the district who do not choose to attend CPA. Any student choosing not to attend the School or who is expelled from CPA has the same rights to apply for attendance to his or her district of residence, as any other students in their district of residence. The district of residence would either admit or deny admission based on applicable laws and local policy decisions governing such enrollment or denial of admission. Enrollment in CPA shall not guarantee any student placement or enrollment in any program of LAUSD. LAUSD shall not require any student enrolled in the school district to attend a charter school.
ELEMENT 13

DESCRIPTION OF EMPLOYEE RIGHTS

*Governing Law:* “Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605 (b)(5)(M).

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

When an employee leaves a public school district to work at CPA and subsequently chooses to return to that public school district the specific rights and return rights afforded the employee will be governed by the policy of that public school district, including but not limited to whether the employee may carry over any unused sick/personal leave and/or earn service credit (tenure) in the district for the time worked at CPA.

Job applicants for positions at CPA will be considered through an open process, and if hired, will enter into a contractual agreement with the School. Any District union employee who is offered employment and chooses to work at CPA will not be covered by his or her respective collective bargaining unit agreement from the District.

Unless the employees elect to be represented by an organization for bargaining purposes all employees will be individually contracted. The individual contract will address among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measures, and standards for performance evaluations.
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 14**

**MANDATORY DISPUTE RESOLUTION**

**Governing Law:** The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—(California Education Code Section 47605(b)(5)(N).

The staff and governing board members of Community Preparatory Academy agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Community Preparatory Academy, 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 Community Preparatory Academy 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: Community Preparatory Academy  
   c/o School Director  3717 S. La Brea Ave., #106-504  
   Los Angeles, CA 90016

   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.
**Governing Law:** “A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.” Education Code Section 47605(b)(5)(O).

Community Preparatory Academy 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.
**Governing Law:** “A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Education Code Section 47605(b)(5)(P).

**Revocation of the Charter**

The District may revoke the Charter if Community Preparatory Academy 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 Community Preparatory Academy if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Community Preparatory Academy committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Community Preparatory Academy failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Community Preparatory Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Community Preparatory Academy 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 Community Preparatory Academy in writing of the specific violation, and give Community Preparatory Academy 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 Community Preparatory Academy either by the governing board of Community Preparatory Academy 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 Community Preparatory Academy votes to close Charter School; or the Charter lapses.

**Closure Procedures**
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 Community Preparatory Academy or the LAUSD Board of Education, the governing board of Community Preparatory Academy shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Community Preparatory 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 Community Preparatory Academy. 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 Community Preparatory Academy within 72 hours of the Closure Action. [Charter School] shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Community Preparatory Academy 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. Community Preparatory Academy 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. Community Preparatory Academy 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. Community Preparatory Academy 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

[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.

Community Preparatory Academy 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.

Community Preparatory Academy 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 Community Preparatory Academy will be the responsibility of [Charter School] and not LAUSD. Community Preparatory Academy understands and acknowledges that Community Preparatory Academy will cover the outstanding debts or liabilities of Community Preparatory Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. Community Preparatory Academy 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 Community Preparatory Academy participates, and other categorical funds will be returned to the source of funds.

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. 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.

Community Preparatory Academy shall retain sufficient staff, as deemed appropriate by the Community Preparatory Academy governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

[Charter School]'s governing board shall adopt a plan for wind-up of 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 [Charter School]'s right to operate as a charter school or cause Community Preparatory Academy to cease operation. Community Preparatory Academy 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.

ADDITIONAL PROVISIONS

FACILITIES

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

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
• Furnishings and Equipment: LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

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

• Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:
  (i) Pro Rata Share: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

• Maintenance & Operations Services: In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations
and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

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

**Pest Management**: Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).
**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

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

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

The following insurance policies are required:

5. 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 insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

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

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

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

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

10. 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.

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

12. 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

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

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

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

**Hold Harmless/Indemnification Provision**

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

**FISCAL MATTERS**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

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

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

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

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

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**
Community Preparatory Academy will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

**Local Control and Accountability Plan**
In accordance with California Education Code Sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of EC Section 47606.5(a). These expenditures shall be “classified using the California School Accounting manual pursuant to Section 41010.” EC section 47606.5(b).
**MISCELLANEOUS CLAUSES**

**TERM OF CHARTER**

The term of this Charter shall begin on July 1, 2014 and expire five years thereafter on June 30, 2019. Community Preparatory Academy may request a renewal, and/or a material revision of the charter at any time prior to expiration. CPA should present a renewal request no later than 120 days prior to the expiration of the charter.

**AMENDMENTS TO CHARTER**

This Charter may be materially amended only by the mutual consent of Community Preparatory Academy and LAUSD by an instrument in writing. Material amendments will be made pursuant to the standards, criteria and timelines in Education Code Section 47605.

**COOPERATIVE RELATIONSHIPS**

LAUSD and Community Preparatory Academy agree to work cooperatively to provide one another with timely and accurate information and/or signatures necessary to meet the obligations of the above parties. This may include, but not be limited to, memoranda of understanding with regard to fiscal operations and Special Education, required state and federal information requests, revolving loan fund application, requests for waivers, grant applications, etc.

**NON-DISCRIMINATION DECLARATIONS**

Community Preparatory Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. CPA will not
discriminate on the basis of the characteristics described in Education Code Section 220.

CONFIDENTIALITY AGREEMENT
The Governing Board, CPA staff, independent contractors and school volunteers will uphold all applicable laws and regulations and internal policies regarding confidentiality, including but not limited to, personnel issues, student records, student discipline and student achievement.

INDEMNIFICATION CLAUSE
As Community Preparatory Academy is operated by Validation Academies, Inc. a California Nonprofit Public Benefit Corporation, under Education Code Section 47604(c); the LAUSD shall not be liable for the debts or obligations of CPA. With respect to its operations, CPA shall hold harmless, defend and indemnify LAUSD, its board members, officers, directors, employees, agents and volunteers, from any and all liabilities, claims, suits, losses, damages, demands, expenses, costs (including but not limited to attorneys’ fees and costs) and/or proceedings that may arise out of or be related to any negligence, default, errors or omissions, or acts of CPA, its boards, officers, directors, staff, employees, agents or students under this Charter. The district shall be named as additional insured under all insurance carried by the School.

CONFLICTS OF INTEREST
The Governing Board shall adopt a Board Conflict of Interest Code and board members shall complete and sign an annual Form 700 disclosure statement concerning possible conflicts of interest.

FUNDING-RELATED CLAUSES
CPA shall prepare and submit ADA, financial reports and annual budget as required by LAUSD and the California Department of Education (CDE). CPA shall receive funding based on funding model regulations adopted by the State Board of Education and computed by CDE with revenue from public sources deposited into the County Treasury.

SEVERABILITY
The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter will remain in effect, unless mutually agreed otherwise by Los Angeles Unified School District and CPA. If any provision is determined to be unenforceable or invalid for any reason, CPA will make the necessary amendment(s) within a four-week time frame.
COSTS AND EXPENSES RELATED TO THE CHARTER, CONTRACTING RESTRICTIONS

CPA will be solely responsible for all its costs and expenses related to this Charter and operation of the school, including but not limited to, costs of insurance, reserves, staff and operations.

CPA will have no authority to enter into contracts for or on behalf of Los Angeles Unified School District. Any contracts, purchase orders, or other documents, which are not approved or ratified by the district, as required by law, including but not limited to, Education Code 39656, shall be unenforceable against the district and shall be the sole responsibility of CPA. The School shall require that the following language is included in any and all contracts entered into by those entities: “The school will have no authority to enter into contracts for or on behalf of Los Angeles Unified School District. Any contracts, purchase orders, or other documents, which are not approved or ratified by Los Angeles Unified School District, as required by law, including but not limited to, Education Code 39656, shall be unenforceable against Los Angeles Unified School District and shall be the sole responsibility CPA.”

INSPECTION OF RECORDS

With reasonable and appropriate notice of 72 hours, Los Angeles Unified School District will have the right during CPA’s normal business hours, inspect and receive copies of any and all records of CPA, including but not limited to: student records, credential records, and financial records.

OBLIGATIONS OF CALIFORNIA ED CODE SECTIONS 47611 AND 41365

CPA accepts and understands the obligation to comply with the specific provisions of California Ed Code Sections 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance.