CHARTER PETITION
Submitted to the Los Angeles Unified School District
December 5, 2013 for a proposed school with planned opening of Fall 2014
Prepared in compliance with the terms, conditions and requirements of the California Charter Schools Act. This petition is submitted by **Community Preparatory Schools, 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”). Community Preparatory Academy proposes to locate within the boundaries of Los Angeles Unified School District serving approximately 600 students at capacity in grades K-8 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 (also referred to herein as “CPA” and “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.
THE 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-8.
- 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 550. (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).

Please see Element 2 for details about Community Preparatory Academy’s compliance with these new requirements.

**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), Community Preparatory Academy 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. COMMUNITY PREPARATORY ACADEMY’S 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. COMMUNITY PREPARATORY ACADEMY’S MISSION

- Enable students to become lifelong learners, informed and responsible citizens, competent, and successful members of the workforce; thinking, fulfilled and 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. COMMUNITY NEED FOR COMMUNITY PREPARATORY ACADEMY

Community Preparatory Academy’s unique school design offers families a public school choice for grades K to 8 in a multi-faceted learning environment.
Community Preparatory Academy 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.

A review of the yearly Academic Performance Index data shows that over the years the academic performance and reputation of these neighborhood schools has declined. As a result, 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 as indicated by the enrollment data of local area schools.

Los Angeles County census data shows housing trends remaining constant with new families continuing 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 Program 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 Community Preparatory Academy 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 Program 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 traditional neighborhood schools. There are a number of charter schools that have opened in the area, each offering a different focus or approach to instructing K-12 students. Community Preparatory Academy would be the only school traditional or charter with a leading focus on culturally responsive instructional practice. 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 Academic English Language Mastery 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 Community Preparatory Academy 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 Program 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

Stated 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 Community Preparatory Academy proposes to offer in direct response to the climate of this neighborhood school, but also as a larger vision of what should be available in a quality school. Notwithstanding the fact the Coliseum is said to have started implementing a new plan for the 2013-14 school year under PSC 4.0 to address the community’s needs, the school’s academic performance fell in 2013 leaving many families still unsure of what to expect at the school given the lengthy Performance Improvement status.

### 2013 Academic Performance Index Data

<table>
<thead>
<tr>
<th>School Name</th>
<th>API Score</th>
<th>Points Gained or Loss from Previous Year</th>
<th>PI Status</th>
<th>First Year of PI Implementation</th>
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<tbody>
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<td>Coliseum Street Elementary</td>
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<td>-50</td>
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<td>2006-07</td>
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<tr>
<td>Audubon Middle</td>
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<td>-33</td>
<td>Year 5</td>
<td>1997-98</td>
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<tr>
<td>Crenshaw High</td>
<td>550</td>
<td>-16</td>
<td>Year 5</td>
<td>1998-99</td>
</tr>
<tr>
<td>Dorsey High</td>
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<td>-14</td>
<td>Year 5</td>
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## Surrounding Schools Data Summary

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<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
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<tbody>
<tr>
<td>Coliseum Street ES</td>
<td>291</td>
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<td>Bradley Global Awareness Magnet ES</td>
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<td>12%</td>
<td>African American 68.7%</td>
<td>Hispanic 29.2%</td>
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<table>
<thead>
<tr>
<th>CHARTER SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
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<tbody>
<tr>
<td>CLAS Affirmation (K-8)</td>
<td>336</td>
<td>No</td>
<td>Yes – Year 1</td>
<td>Yes</td>
<td>Yes</td>
<td>745</td>
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<td>New LA Charter MS</td>
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<td>No</td>
<td>Yes – Year 2</td>
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<td>CATCH HS</td>
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<td>African American 92.2%</td>
<td>Hispanic 7.8%</td>
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</tbody>
</table>

Community Preparatory Academy 15
**Student Population to be Served**

Community Preparatory Academy seeks to serve those families attending the neighborhood schools within this community who are seeking change as well as to attract those families that have chosen to not enroll their children in our neighborhood schools. There are many area families with experiences and resources to share with school-age children in terms of mentorship, volunteering and who otherwise want join in to make a needed change in our neighborhood. What Community Preparatory Academy proposes is to develop a K-8 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

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Total Population</th>
<th>Demographic</th>
<th>Median Income</th>
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<tbody>
<tr>
<td>90008</td>
<td>32,327</td>
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<td>90016</td>
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<td>African American 64.5% Hispanic 29.1% White 2.2% Asian 2.8%</td>
<td>$43,749</td>
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</table>

While geographic, national, and socio-economic diversity will be celebrated at Community Preparatory Academy the validation of the indigenous cultural and linguistic behaviors to be honored at the Charter School is what will truly make the program unique. Community Preparatory Academy’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 Community Preparatory Academy’s unique school design.

Parents who are considering enrolling their child at Community Preparatory Academy 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 (Community Preparatory Academy 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 average class sizes of 25 students per class:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td>75</td>
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<td>25</td>
<td>25</td>
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<td>50</td>
<td>50</td>
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<td><strong>TOTALS</strong></td>
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<td><strong>350</strong></td>
<td><strong>425</strong></td>
<td><strong>425</strong></td>
<td><strong>550</strong></td>
</tr>
</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, which in many cases is restrained by the need to focus on test scores or scripted curriculum while limiting options for innovation and creativity in the arts, technology and other enrichment experiences. Our students need schools to prepare them 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 Community Preparatory Academy’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, Community Preparatory Academy 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, Community Preparatory Academy 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 a means to access instructional material to the use of technology as a mode of instruction. Where all students use technology to synthesize instructional materials and resources, communicate with their instructors and each other, develop and create original content, have immediately intervention and enhancement of academic progress through the collection and sharing of data enabling the specific tailoring of interventions and enrichment options, and are otherwise supported in expanding their learning across the curriculum. Community Preparatory Academy 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 PREPARATORY ACADEMY STUDENT

From the moment Jamal and Ysenia (the names of two fictitious 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).

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 its place, the upper grade students play a contemporary rhythm on an ensemble consisting of a West African Djembe drum, a Conga, and collection of Culoe puya 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 lets 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 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 Jamal 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 good day.

When their parents pick them up after school 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**

Based on the premise that the institution of schooling in the US has underserved many populations historically, primarily African American and Latino students, Community Preparatory Academy will provide a research-based response to this persistent and disproportionate failure. In general, Community Preparatory Academy has developed six learning pillars that best demonstrate how learning occurs. The pillars are identified 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>
</tr>
</thead>
<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>
</tbody>
</table>
### Highest Expectations
Challenging achievement requirements for all students, including a “failure is not an option” mindset

### Resource Access
Highest qualified teachers, best instructional resources and materials, and above standard facilities

### Personalization
Individual learning plans for each student

### Flexibility
Highly flexible and customized student schedules and developmentally appropriate learning K-8.

### Community
Connectedness to trusted adults on campus, counseling and social services, along with family and community based services

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**A. 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 two-fold:

1. Highly effective teaching (instruction) based on Charlotte Danielson’s Framework for Teaching (2011); and

2. Culturally and linguistically responsive teaching and learning (Hollie 2011)

Each of these elements provides a philosophical foundation for the curriculum and instruction at Community Preparatory Academy to be focused 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 and 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 Community Preparatory Academy believes learning best occurs. These elements are consistent with the school’s vision, mission and target population and will be carefully aligned to
Community Preparatory Academy’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 school’s design components develop character through a global understanding and universal respect for the lifestyles, views and beliefs about self and others (Personal 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.

1. **Academic Excellence**

   Community Preparatory Academy 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 project-based approach provides opportunities to integrate multiple content areas and for teachers to be responsive to student interests as another means to address instructional standards and achieve learning outcomes. All areas of study are developed in alignment with constructivist and project-based considerations.

2. **Personal Well-Being**

   Community Preparatory Academy 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.

3. **Social Responsibility**

   By accessing resources in the community, Community Preparatory Academy 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

Community Preparatory Academy follows the California state frameworks and Common Core Standards ensuring that students develop competence in skills and mastery of 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 Community Preparatory Academy’s instructional program is grounded in our setting of a collaborative learning environment. This supports our curriculum program by providing an interactive project-based approach, which engages students at a deeper level of interest. Multiple Subject credentialed teachers will be assigned to self-contained classrooms in grades K-8, working collaboratively

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.

B. FRAMEWORK FOR INSTRUCTIONAL DESIGN

We believe that all children can meet and exceed state standards when they are given high expectations and an individualized, supportive environment in which to excel.

1. TEACHING METHODOLOGIES

Community Preparatory Academy will implement curriculum based on proven models of education such as Resnick’s Principles of Learning, constructivism, project-based learning, a balance/whole child approach and intensive family involvement.

It is important to note that explicit instruction of basic skills, the presentation of factual information, and intensive intervention for struggling learners will also occupy important roles in our balanced instructional approach. We believe that a deep foundation of standards-based factual knowledge is necessary to develop accurate understanding of complex concepts. Consequently, the explicit teaching of facts, information, and skills will play an important role in developing student comprehension and content mastery across each academic discipline.

Of course, curriculum selection is meaningless without effective teachers to implement our program. With the goal of a balanced approach to teaching and learning in mind, our program is grounded in the following key principles of learning that have emerged from extensive research on effective teaching:

- Effective teachers create ambitious and meaningful tasks that reflect how knowledge is used in the field
- Effective teachers engage students in active learning, so that they apply and test what they know
- Effective teachers draw connections to students’ prior knowledge and experiences
- Effective teachers diagnose student understanding in order to scaffold the learning process step by step
- Effective teachers assess student learning continuously and adapt teaching to student needs
- Effective teachers provide clear standards and constant feedback
- Effective teachers encourage strategic and meta-cognitive thinking so that students learn to and guide their own learning. (Darling-Hammond, 2008.)
The following provides more description of Community Preparatory Academy’s educational philosophies and instructional methodologies. To be clear, instruction at Community Preparatory Academy starts first with the California state standards, including the new common core standards and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Community Preparatory Academy's balanced approach will provide a standards-based curriculum that is both skills-based and hands-on.

(a) Resnick's Principles of Learning
(b) Constructivism
(c) Project-Based Learning/Place-Based Learning and “Field Work”
(d) Balanced Instruction
(e) Family Involvement

(a) Resnick’s Principles of Learning

Dr. Lauren Resnick’s Nine Principles of Learning, based on decades of learning research and widely implemented in highly effective schools, are designed to foster learning-oriented goals in ways that promote effort. Community Preparatory Academy will take these nine principles to heart:

Organizing for Effort

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort, to send the message that effort is expected and that tough problems yield to sustained work. . . . All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations.

Clear Expectations

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them "into the heads" of school professionals, parents, and the community and, above all, students themselves. . .

Fair and Credible Evaluations

If we expect students to put forth sustained effort over time, we need to use assessments that students find fair; and that parents, community, and employers find
credible . . . and provide credible evaluations of what individual students know and can do.

Recognition of Accomplishment
If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is a hallmark of an effort-based school . . . . Recognition of accomplishment can be tied to opportunity to participate in events that matter to students and their families . . .

Academic Rigor in a Thinking Curriculum
Thinking and problem solving will be the "new basics" of the 21st century. But the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

Accountable Talk®
Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning . . . . Accountable Talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable Talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, documentary sources in history) and follows established norms of good reasoning.

Socializing Intelligence
Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. . . . Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

Self-management of Learning
If students are going to be responsible for the quality of their thinking and learning, they need to develop—and regularly use—an array of self-monitoring and self-management
strategies. These metacognitive skills include noticing when one doesn’t understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly; and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

Learning as Apprenticeship

For many centuries most people learned by working alongside an expert who modeled skilled practice and guided novices. . . . This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed, and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.

(Source: University of Pittsburg, Institute for Learning:
ifl.lrdc.pitt.edu/ifl/index.php/resources/principles_of_learning)

While some of these principles seem straightforward and common-sensical, our school leaders will ensure that our faculty, students, and all members of our school continuously adhere to these core principles of expectation, hard work, and accountability to help students develop habits of mind and self-discipline to be effective, engaged learners.

(b) Constructivism

Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction or problem-based learning. Constructivism calls for the learning experience to be differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery. To be clear: constructivism at Community Preparatory Academy will not mean an abandonment of “traditional” teaching and direct instruction, but rather, differentiating learning to meet student needs means that students will have plentiful opportunities to engage in active, personalized learning in order to achieve skills mastery, rather than offering a “one size fits all” approach.
Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O’Neil & Drillings, 1997; Freire, 1995.) Research also shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts (Marlowe and Page, 1998).

Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to “construct” their own meaning. Through group learning, students have the opportunity to interact with and learn from other students on more complex tasks than they could engage in alone, provides immediate feedback, encourages them to explore their own and other students’ ideas, and helps develop communication and interpersonal skills. Teachers also scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of the desired state standards. In these ways, each student’s existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards.

Carol Tomlinson notes that culture plays an important role in how students learn. Identical learning environments and procedures do not work for all students. Tomlinson further asserts that student motivation increases when they can build on topics of interest, as “modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence.” (Tomlinson, 2003.) At Community Preparatory Academy, this cultural context will integrated throughout learning as students, teachers and community members with varying backgrounds and experiences come together to learn from one another as well as with one another. At Community Preparatory Academy, we embrace the notion that what works for one student and what holds meaning and resonance for one will not work for all, thus teachers will be supported in continuously adapting learning to serve student needs, rather than expecting students to adapt to the curriculum.

One form of constructivist learning, Place-Based Education, will also be a powerful tool for exploration at Community Preparatory Academy as students get out of the classroom and explore their community and the myriad resources it has to offer through regular “Field Studies.” Through partnerships with local civic organizations, business and community leaders, arts organizations and more, we plan to ensure that our students walk through and explore their neighborhood on a regular basis, learning about
its history, its people, its culture and its resources. As a school located in the heart of Los Angeles, a fast-paced urban environment that is unique, we want to break down the walls of school and engage our students in learning beyond the confines of books and desks, and to truly get out into the “real world.” Through these experiences, students will understand connections between their learning in social science, science, math and English language arts, as well as the arts and physical activities all connecting to their neighborhood. We aim to instill in our students a sense of civic pride and responsibility, and understanding of the ways in which people and resources in our urban community interact and impact one another.

The following principles highlight the components and values of place-based learning, each directly embraced by Community Preparatory Academy for the success of our students:

- Learning takes place onsite in the schoolyard, the local community, and environment
- Learning focuses on local themes, systems, and content
- Learning is personally relevant to the learner
- Learning experiences contribute to the community's vitality and environmental quality and support its role in fostering global environmental quality
- Learning is supported by strong and varied partnerships with local organizations, agencies, businesses, and government
- Learning is interdisciplinary
- Learning experiences are tailored to the local audience
- Learning is grounded in and supports the development of a love for one’s place
- Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.
- Place-based education programs are integral to achieving other institutional goals.

(Source: www.promiseofplace.org.)

The level of activity and excitement simple walking explorations have on children's enthusiasm for learning is profound. As students develop awareness of their own neighborhood and the people and places within it, they will learn to care for their community and become engaged in the neighborhood’s success.

(c) **Project-Based Learning**

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work,
reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation -- Csíkszentmihályi, 1990.

Through project-based learning, our students will engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. This does not mean that Community Preparatory Academy students will miss out on direct instruction that targets specific skills or concepts. On the contrary, explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

Through projects however, our faculty is able to accomplish a number of objectives in an engaging, relevant way for students of all ages, and enable students to:

- **Acquire, communicate, and investigate worthwhile knowledge in depth.** Instead of dividing instruction into disconnected learning blocks, students will be able to view school subjects as connected and interrelated, much like real life. As students explore topics in a variety of ways and through various sources, they will learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. (Willis, 1995; Csíkszentmihályi, 2009.) Activities will be assigned for home exploration that will help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.

- **Integrate reading, writing, listening, speaking, and thinking across the curriculum.** As noted by the California Science Standards Framework: “Effective science programs use standards-based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics.” (CA Science Framework, p. 13.) Narrative and expository literature and high interest trade books will serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.” (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994.)
• Make choices, interact, collaborate, and cooperate. Students will explore topics individually, in small groups, and together as a whole class. Reading and writing tasks will be authentic, motivating, relevant, and contextualized. Students will make appropriate choices based on their interests, abilities, and needs.

• Participate and learn, regardless of ability, level of language development, or background. One of the most important advantages of cross-curricular thematic instruction is that it is flexible and adaptable. Thematic learning allows teachers to implement a variety of instructional approaches that best meet the students’ needs. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.

Project-based learning has significant benefits for English learners as well. Karen Carrier, in “Key Issues for Teaching English Language Learners in Academic Classrooms,” (Middle School Journal, November 2005) identifies three key challenges English Learners face in the academic classroom:

• The amount of time required for second language acquisition
• The dual job of ELs – learning content and learning the language
• The need for multiple modes of input and output

At Community Preparatory Academy, specific time is devoted to projects in our bell schedule, during the Science/Social Science extended block (three times weekly for Kindergarteners and five days a week for all other students). While the projects will stem from themes in science and social science, literacy skills, writing, math and the arts will all be integrated. Teachers in the project-based learning block will be able to frontload key vocabulary and concepts, and engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. Project-based learning also naturally allows for multiple modes of input and output, providing students with real-world applications and built-in visuals and realia to contextualize new learning.

There are a wealth of resources available to our faculty online to help them develop ideas and lesson plans for project-based work, including the acclaimed Buck Institute for Education (bie.org), Edutopia, pbl-online.org and dozens of others. In addition, we hope to partner with established schools in Los Angeles that already have been implementing successful projects to learn from their experience. Schools such as Open Charter Magnet School, with a highly acclaimed and recognized model of project-based instruction, offer popular teacher training institute that our faculty will attend.

(d) Balanced Instruction
At Community Preparatory Academy, success will not be defined simply based on academic prowess in the four core subject areas, but rather far more broadly in
ensuring each and every student demonstrates a wide array of skills and talents that go well beyond literacy, math, science and social science – a “whole child” approach. Drawing from acclaimed theories of human development such as Howard Gardner’s Multiple Intelligence Theory, Community Preparatory Academy will ensure that students have ample opportunity to develop all areas of their talents and interests, beyond the four core academic subjects. As Gardner has explained, rather than measuring intelligence as one finite figure or concept, “human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, . . . intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. . . . [I]ntelligences always work in concert, and any sophisticated adult role will involve a melding of several of them.” (Gardner, Multiple Intelligences: New Horizons, 2006.) Specifically, Gardner has identified eight broad areas of intelligence, some of which align clearly with the four core academic subject areas, while others cross subjects and realms:

**Linguistic intelligence** involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express oneself persuasively or poetically.

**Logical-mathematical intelligence** is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations and cosmic questions.

**Musical intelligence** involves the capacity to distinguish the whole realm of sound, and in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, tambor, mood) both separately and holistically.

**Bodily-kinesthetic intelligence** involves the ability to use one's body in highly differentiated and skilled ways, for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one’s body.

**Spatial intelligence** involves the ability to accurately perceive the visual world and to re-create, manipulate and modify aspects of one’s perceptions, even in the absence of the relevant visual stimuli.

**Interpersonal intelligence** relates to the ability to work cooperatively and communicate, verbally and non-verbally, with other people; the insight to understand others’ intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information.

**Intrapersonal intelligence** involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect. “The first, and most important, ability you can develop in a flat world is the ability to ‘learn how to learn’ – to constantly absorb, and teach yourself. . . .” (Friedman)

**Naturalist intelligence** (added to Gardner's theory in 1997) involves the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even
cultural objects such as cars and sneakers. Those who excel in naturalist intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

In keeping with this balanced approach to learning, Community Preparatory Academy plans to incorporate learning – both via direct instruction as well as integration throughout the core curriculum – in the arts, technology and physical education/health. Please note: Community Preparatory Academy successfully for the $575,000 Public Charter Schools Grant Program start-up grant, administered by the California Department of Education. Pursuant to LAUSD policy, these competitive grants are not included in our initial charter petition budget, but once we are able to secure these or other funds, we plan to allocate significant resources in our start-up to implementing these programs. In the event that funding is not secured prior to the school’s opening, these areas will be more fully developed throughout the initial charter term as funding allows.

**Arts**

Initially, we will likely contract with outside providers for arts instruction and we expect that these individuals/companies will provide necessary equipment and materials as well (e.g., musical instruments). We are very eager to partner with acclaimed organizations like Inner City Arts, located in our target community (inner-cityarts.org). Inner-City Arts partners with LAUSD, charter and parochial schools to provide standards-based, experiential arts instruction twice a week for seven-week sessions at their state of the art facility. Students and teachers work with Inner-City Arts teaching artists, focusing on a specific art form—visual arts, ceramics, music, dance, drama, digital photography or animation. Culminating events, including performances and exhibitions, mark the end of each session and provide an opportunity for students to share their accomplishments with parents and families. Inner-City Arts collaborates with schools to ensure they support the schools' learning goals, including offering teacher training and workshops for parents.

In addition to Inner-City Arts, there are numerous small and large performing arts organizations from the LA Phil and MOCA to small local theaters and dance programs based in the Arts District and downtown LA. At a minimum, will facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.), along with training to our classroom faculty during professional development time on strategies to integrate meaningful arts instruction into the curriculum, particularly through project-based work.

**Technology**

As noted by the California Department of Education’s Technology Frameworks, computers and other types of technology can amplify the resources teachers have available to offer students, through up-to-date information and online access to content experts. Additionally, online curriculum and reference materials offer extensive
information and resources. Wherever possible, different forms of technology will be integrated into core content areas to reach all types of learners, including online curriculum and assessments, online research, and multimedia creation. Pending funding, we will develop a technology-rich curriculum and resources for all students, ensuring each class has access to online curriculum, assessment, research, composing stories, digital media such as photographs and videos and more. In addition to learning skills relating to keyboarding, word processing, digital editing, presentations, databases and more, students also will learn about responsible and ethical use of digital information and electronic communication.

Based on our belief in authentically preparing our students for the 21st century global economy, we plan to integrate technology throughout our program to accomplish three key objectives:

1. Provide individualized programs for skills development and mastery in literacy, math fluency and more. Students will be able to use the ever-growing body of rich on-line curriculum to practice skills and engage in fun, game-like learning that adapts continuously to their individual needs. Instruction in phonetics, reading, math, science, history and much more can be find on high-quality free websites such as khanSchool.org, www.nasa.gov, pbskids.org, coolmath-games.com, and many more. In addition, our math curriculum will be based on the highly successful MIND Institute program, including their acclaimed ST Math software, which has been consistently shown to realize dramatic increases in proficiency levels at schools that previously were among the lowest performers in their states.

http://mindresearch.net/cont/research/re_ResultsAtScale.php (See B.2. Scope and Sequence, Math, below for more information about the math program.) We also will utilize a standards-based program like Study Island to enhance classroom learning.

Through this interactive software, learning is easily differentiated as students can choose from different activities based on their preferences, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasingly levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly.

2. Teach skills that students in today's global economy simply need to know in order to excel – keyboarding, PowerPoint, graphic design, filmmaking and editing, game creation, online research, and more, especially for older students in our school. Programs such as freetypinggame.net, lessonplanet.com, and research sites such as yahooligans.com, bensguide.gpo.gov, lawforkids.org and dozens more will be used to enrich student learning.
3. Assess student content mastery via frequent and ongoing on-line assessments. Programs such as ST Math and Study Island will be utilized at all grade levels to provide teachers and school leaders — and parents — with frequent measures of student performance. As students use these programs, data is automatically generated for teachers to see which skills students have mastered, which require more instruction, and so on. These reports are tied directly to state content standards so that summative data shows student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily generate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons, professional development of faculty and more can all be tailored directly to student needs.

Community Preparatory Academy hopes, pending funding, to ultimately have a 2:1 computer ratio for all students in the school by the end of this charter term. Initially, we plan to establish a computer lab and/or mobile computer carts to ensure each student has frequent exposure to computer learning. We will provide students with safe and secure internet access for learning. Our faculty will have extensive training in implementing and using on-line curriculum and assessment tools (see Section VII. Professional Development, below). Parents also will be offered training to ensure equitable access to these tools — through various grant programs we hope to provide computers for families to use at home, but we also will ensure parent access to computers on our campus.

Physical & Health Education

As childhood incidence rates of diabetes, obesity, asthma and other chronic and serious health conditions have increased dramatically, schools have unfortunately cut once-commonplace curriculum in health, nutrition and physical education.

Researchers noted that odds of being overweight or obese increased relative to lower household income levels, less neighborhood access to parks and sidewalks, lower levels of physical activity, and more time spent watching TV or on the computer. Black and Latino children had higher rates of obesity and greater chances of being overweight than their non-Latino white counterparts, after researchers adjusted for socioeconomic and behavioral factors, and state of residence. -- “A New Map of Childhood Obesity in the U.S.,” L.A. Times, May 3, 2010.

Extensive research has documented the importance of quality play time for young children, and the impact that healthy, organized play can in decreasing bullying, and help children return to the classroom ready to learn. (See, e.g., playworks.org/why-play-matters/studies.) Our standards-based physical education and health curriculum will cover the following strands: movement skills and knowledge, self-image and personal development, and social development. The physical education program will emphasize individual motor skills, fitness and good sportsmanship. Human
development is also a central part of the health curriculum. We already have begun discussions with PlayWorks, the acclaimed national program that provides supervised play and physical activity for students throughout the school day. Playworks coaches supervise organized activities during recess, “class games,” and after-school, teaching children basic sports skills and physical fitness, but also crucial skills of fair play and positive conflict resolution. A study conducted by Mathematica Policy Research and Stanford University found that Playworks schools “have less bullying and exclusionary behavior; transitions from recess to learning activities are easier; students have better behavior and attention in class after participation in sports, games and play and teachers at Playworks schools perceive students to be safer during recess and engage in more inclusive play. In a nationwide survey of more than 3,850 principals and teachers in schools that partnered with Playworks in the 2011-12 school year, respondents reported they reclaimed an average of 20 hours of teaching time because there are fewer behavioral problems on the playground and in the classroom.” (http://www.playworks.org/about) Playworks coaches are offered free of charge to schools with more than 50 percent FRPL enrollment.

All students will receive 200 minutes of physical education instruction every 10 days, meeting or exceeding the minimum requirement stated in § 51210(g) of the Education Code. Our program will not only focus on children developing healthy exercise habits and discovering a physical activity that interests them, but also help them develop critical skills and habits in teamwork, cooperation, and sportsmanship. We also will ensure that our yard supervisors and other staff who supervise children at recess and play time have appropriate training to ensure that students engage in organized, cooperative activities that help develop social skills and team work.

Students will have one class each week in Health/Character Education. Topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and built upon at each grade level, all following state content standards.

Over the term of this charter, we plan to raise funds and implement an edible garden program for students that will encourage healthy eating choices as part of our nutrition and health education workshops. According to the California School Garden Network (CSGN), school gardens “create opportunities for children to discover fresh food, make healthier food choices, and become better nourished.” The Network also asserts that “gardens offer dynamic, beautiful settings in which to integrate every discipline, including science, math, reading, environmental studies, nutrition, and health.”

A growing body of research-based literature supports the use of youth gardens as a beneficial teaching tool. Research has found that participation in youth gardening programs can improve social skills and behavior through cooperative group work, improve interpersonal relationships, increase interest in eating fruits and vegetables and making healthy eating choices, significantly increase science achievement scores, and develop a sense of ownership and responsibility as children care for the garden. The community garden at Community Preparatory Academy will not only be an important teaching tool, it will no doubt be a source of pride within the school community.

Health and nutrition education will follow content standards and present another opportunity for learning across the curriculum. For example, students might research
the nutritional values in different foods (fats, proteins, carbohydrates), research the impact of dietary choices, and keep a journal of their own eating choices and the impact those choices have on their energy levels throughout the week.

Nutrition education, tied to the garden program, will include food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

Upper elementary and middle school grade levels also will participate in a drug and alcohol awareness education program to reinforce good decision-making and positive self-esteem. Students will look at issues of physical safety—making the choices that protect their bodies and that avoid unnecessary danger, e.g. risky hiking, swimming, bicycling, walking alone or at night. Content will also include the biology of common illnesses and prevention strategies and the ways students can fortify their immune system—nutrition, aerobic exercise, sufficient relaxation and sleep. The character education program at Community Preparatory Academy will encompass the eleven principles identified by the Character Education Partnership (CEP) as necessary components of an effective character education program. According to the CEP, effectual programs:

1. Promote “ethical values” as well as “performance values” as the foundation of good character.
2. Define “character” comprehensively to include thinking, feeling and behavior.
3. Use a comprehensive (i.e. all aspects of schooling), intentional, and proactive approach to character development.
4. Create a caring school community.
5. Provide students with opportunities for moral action (i.e. grappling with real-life challenges and then reflecting on the experiences).
6. Include a meaningful and challenging curriculum that respects all learners, develops their character, and helps them to succeed.
7. Strive to foster students’ self-motivation (i.e. recognition of pro-social behaviors without excessive emphasis on extrinsic incentives).
8. Engage the school staff as learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.
9. Foster shared moral leadership and long-range support of the character education curriculum.
10. Engage families and community members as partners in the character-building effort.
11. Assess the character of the school (via student and parent surveys), the school staff’s functioning as character educators (via staff surveys), and
the extent to which students manifest good character (by analyzing data on student behaviors). (www.character.org.)

Community Preparatory Academy’s character education curriculum will be modeled after award-winning practices that have been highlighted by the Character Education Partnership in its National Schools of Character program and will include programs such as UCLA’s acclaimed Cool Tools Tool Box and materials from Love and Logic (www.loveandlogic.com).

(e) Family Engagement

We firmly believe that family education and participation are essential components of student success. A multitude of research demonstrates that active family involvement in a child’s education not only impacts a child’s academic success and attitudes towards education, but even community support for schools. Each school year, Community Preparatory Academy’s students and their parents/guardians will be asked to sign a home/school agreement that will include specific responsibilities defined by parents, teachers and students working in collaboration. These agreements will include things like:

- I will come to school every day on time, ready to learn and prepared
- I will complete homework and projects to the best of my ability and submit them on time
- I will seek out assistance if I am confused about new concepts or expectations
- I will participate in setting goals for my own learning
- I will follow the school’s rules
- I will treat other students and adults with respect and consideration
- I will avoid conflict with other students and ask for help if necessary to resolve differences
- I will read outside of the classroom every day

As an integral hub of the neighborhood we serve, Community Preparatory Academy will work to establish meaningful connections between the resources available in the area and members of the school community in order to assist families facing challenging circumstances.

Parent Communication will be frequent, comprehensive and multi-pronged based on the “best practices” of similar schools in similar communities, to ensure the strongest possible connections between home and school. Communication efforts will occur in the languages represented in the school. The following are just some of the activities that will occur:
• **Monthly Community Preparatory Academy newsletters**, will convey important details about upcoming school events and news, celebrate student successes, and provide worthwhile tips and strategies for parents in a simple, accessible format.

• **Classroom newsletters** sent by teachers will provide a brief overview of unit plans and lessons that will be covered so that parents will know what their children are learning and feel more connected to their students’ activities, along with any special information about celebrations or activities in which parents are invited to participate.

• A minimum of two formal **parent/teacher conferences** – which the students will attend as well in grades 5-8 will be scheduled during the year to discuss academic progress, motivation, social behaviors, strengths and concerns, home support, and goals for learning. Informal conferences will be conducted as requested by parents/guardians or teachers.

• **Orientation meetings** will be held before the start of the school year, or mid-year as needed, for newly enrolled families.

• **Monthly “Coffee with the Principal” meetings** will provide regular opportunities for parents to dialogue with the Principal about important issues on an ongoing basis.

• Monthly meetings will be held for parents, where the Principal will make presentations on the school’s progress as well as current initiatives, issues, and school priorities. Workshops will also be offered on topics of interests to parents, including:
  - Basic math and literacy skills, including reading at home
  - Understanding state mandated testing and interpreting standardized test results
  - English as a Second Language (ESL)
  - Presentations by local service providers regarding legal, employment, health and human services available in the community
  - Health and nutrition
  - Emergency preparedness and emergency aid
  - Drug & alcohol awareness
  - Parenting strategies through programs like the acclaimed Love and Logic (www.loveandlogic.com)

*Family Events, Activities and Support* at Community Preparatory Academy will similarly be comprehensive and multi-pronged, designed to benefit both our school and the families we serve.
Before and after-school programs will be offered to support the needs of working parents. Parents will be able to drop off their children at school starting at 7:45 a.m. for breakfast and supervised play, and once we have secured available government funding, we will offer a comprehensive before and after-school program from 7:30 a.m. in the morning, and until 6:06 p.m. each day, supervised by instructional aides and other part-time staff. This program will take place in classrooms as well as on the play yard. As funding and capacity allows, we intend to offer a variety of enrichment activities and clubs after school, including structured homework support, tutoring and activities in the arts, technology, sports and more.

Our parent volunteer program will include a variety of opportunities for families to volunteer in support of our school, including helping with outreach, planning family events, volunteering in the classrooms reading with children or helping teachers prepare (making copies, etc.), helping in the school office, and more. Parents will be encouraged to fulfill 40 hours of volunteer service each school year. Fulfillment of the volunteer hours is in no way connected to admissions or continued enrollment in the Charter School.

School-sponsored Family Events, such as an Annual Picnic to build community and get to know one another and the school’s faculty and staff, and Classroom Learning Celebrations at the end of significant projects and units, where students will have the opportunity to demonstrate their work and learning in celebrations with their family members at school.

In addition to the timely ways parents and guardians will receive pertinent information and the many activities planned to involve them in their child’s program at Community Preparatory Academy, parents will have opportunities to participate in school advisory and governance structures (see Element 4: Governance Structure). Parents also will be asked to support our extensive outreach efforts in the community to recruit new families to the school. (See Element 7: Achieving Racial and Ethnic Balance.)

C. SCOPE AND SEQUENCE OF SKILLS TO BE TAUGHT

Community Preparatory Academy teachers will implement an academically challenging integrated K-8 curriculum, incorporating standards-based materials while focusing on the innovative instructional approaches and direct instruction as detailed above. At all times, Community Preparatory Academy will ensure that lesson planning, instruction and assessments reflect the full scope of the California Content Standards and Common Core Standards by grade level.

Purchased curricular materials aligned to the Common Core Standards will be used as a basis upon which teachers will build. Constructivist and project-based learning will include thematic units that integrate language arts, science, math and social studies for each grade. Interdisciplinary project work will be supplemented with subject-specific lessons, as detailed herein.
Our instructional methodologies are research-based models of high-quality education for diverse populations. Most importantly, the key to our instructional methodologies is a focus on individualized instruction, tailored to meet the needs of students. We believe that all children at Community Preparatory Academy can and will achieve California state standards mastery, regardless of their background or circumstances. The challenge as educators is to discover the means with which to help each individual child achieve his or her full potential. By using these active learning strategies, a strong focus on data and ongoing multi-faceted assessments to inform instruction, we are confident that all sub-groups and individual students will succeed.

Teachers will collaboratively plan units of study using the ‘backward design’ guidelines described in Understanding by Design (Wiggins & McTighe, 1998). This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1. Identify desired results: Beginning with the CA State Standards, teachers will determine a three-tiered hierarchical set of learning standards:
   • Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful “big picture” understanding of the material?
   • Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information?
   • Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process:
   • represents a ‘big idea’ having enduring value beyond the classroom
   • resides at the heart of the discipline, and is tied directly to state standards and standardized testing
   • requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand
   • offers potential for engaging students

2. Aligning Assessments to the Desired Results: Recognizing that teachers will be shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods including both formative and summative assessments. Methods will include online and written quizzes or tests aligned with the style students will encounter on standardized assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing,
performance tasks and projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

3. **Differentiating Instruction to Meet the Needs of All Learners:** Now that the learning expectations (knowledge and skills) have been identified, teachers will work together in grade level teams during common planning time each Tuesday afternoon as well as two hours after school weekly to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers will write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Our instructional program will be driven by student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers and school leaders will continuously look at student work and questions in order to inform, structure and refine the instructional practice. Community Preparatory Academy will ensure that all members of our faculty receive appropriate training, support, time and resources to develop their skills and engage fully in our processes.

**English/Language Arts Curriculum Overview**

Community Preparatory Academy 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.

Community Preparatory Academy 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 (one on one or pull-out...
support), after school (tutoring) or at home (specific at-home suggestions as provided by the classroom teacher) in the area of literacy.

**Reader's Workshop**

Community Preparatory Academy 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**

Community Preparatory Academy 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 Community Preparatory Academy’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. Community Preparatory Academy will 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

Community Preparatory Academy 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

Community Preparatory Academy 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 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**

Community Preparatory Academy 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 staff, parents, and partnering with state and local scientific community organizations.
**Humanities/Visual Literacy Curriculum Overview**

Community Preparatory Academy’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.

CPA will ensure that students will be prepared and equipped to take computer-based state standardized assessments by having provided regular exposure and use of computer based assessments. As discussed earlier, student content mastery will be assessment via frequent and ongoing on-line assessments. Programs such as ST Math and Study Island will be utilized at all grade levels to provide teachers and school
leaders -- and parents -- with frequent measures of student performance. As students use these programs their familiarity with the computer-based process will increase and help to ensure their readiness for the computer-based state standardized assessments.

**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.

**Personal Well-Being**

Community Preparatory Academy 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.

**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. Advisory is a part of the instructional day integrating writing and speaking skills/instruction with conflict resolution and social development activities.

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?”

**Negotiate a Solution**

**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**
Community Preparatory Academy defines social responsibility as an 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.

Community Preparatory Academy 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? 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.

Transitional Kindergarten eligibility ages are as follows:
- 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.

VIII. CPA WILL ADDRESS THE NEEDS OF ALL STUDENTS AND SUB-GROUPS

Outreach to Students with Special Needs
No child will be excluded from the admissions process or excluded from attending Community Preparatory Academy due to his/her English language fluency, academic achievement, IEP or suspected disability, or any other factor. Community Preparatory Academy is committed to serving all students who wish to attend our school, and will not discourage parents of students with special needs from applying for admission or enrolling their child.

Initial Assessment
An entrance assessment, including a school-designed test derived from state standards and an English language assessment (where applicable) will be administered to all new students, and a baseline assessment will be administered to returning students. Throughout the year, teachers also will assess students through informal measures such as checklists, class work and observations, and through more formal means, such as Smarter Balanced/California Assessment of Student Performance and Progress (CAASPP) (formerly referred to as CaMAPP) testing and benchmark assessments both in writing and via online assessment. Every other month, benchmark assessments will be reviewed in detail during pupil-free days. Grade level teams will ensure that modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students. Throughout each school day, our model of instruction allows for time for small group and individual instruction by teachers (and in the lower grades, instructional aides). In addition, students who are struggling will be referred to our after-school tutoring program for additional instructional assistance. These interventions will be recorded in a log (or online database), which will document the length of time and effectiveness of the modification.

Home/School Communication
Teachers will communicate throughout the school year with parents and guardians during formal and informal conferences regarding the social and academic progress of students. The Principal will assist both parents and teachers in fostering open communication. If a teacher has an urgent or persistent concern, the parent or guardian
will be contacted and invited to the school to discuss the issue. Teachers will receive training and be expected to maintain an open line of communication between the school and the home and will make every effort to ensure that parents and guardians feel welcome at the school and comfortable enough to express their own questions and concerns. In addition, pending sufficient funding, we plan to offer a sophisticated online student information system such as Illuminate that allows parents/guardians to access their child’s online profile, including data such as attendance and meal participation, as well as real-time reporting about online assessments the child has completed, homework assignments and other important information. Parents will be offered training on using computers and this system, and computers will be available at the school for parent use. Ultimately, we hope to secure grants to fund computers for family use at home. In these ways, we will further strengthen the partnership between school and home.

**Student Success Team (SST)**

Despite the many strengths of the school’s programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, a referral to the Student Success Team (SST) will open a new pathway of support to students. Upon enrollment at the school, parents will receive information about what to do when they know or suspect their child may need additional supports or when parents are puzzled about their child’s development.

The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school’s resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the Principal (and later, by the Assistant Principal), who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. The SST process is not being used here to assess for special education services, but rather to arrive at strategies and recommendation to ensure support in the general education classroom.

When a student has been referred to the SST, the Team will initiate a meeting that includes the student’s parents/guardians, the Assistant Principal, and the student’s teacher to discuss the concerns in an organized, systematic, problem-solving manner and develop specific action steps to address them.

The SST process begins by reviewing the student’s work portfolio and clarifying the student’s strengths and other known background information, and continues with a discussion of the concerns and the supports and/or interventions that have been tried. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the teacher as well as other
intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention.

Following is an outline of the SST process:

**Prior to the SST Meeting:**
- Teacher, parent or other staff member completes a referral form
- The Principal receives the referral, and determines at the weekly meeting which individuals need to be present at the SST Meeting regarding the student (including the child’s teacher and parents/guardians) and completes a preparation checklist for the SST meeting
- The Principal schedules the SST Meeting with all identified parties during the SST Meeting
- All necessary team members are present, including parents or guardians
- A translator is provided if needed or requested by the parent
- The SST facilitator introduces all members of the team
- The purpose of the meeting is clearly stated
- A timekeeper is appointed
- Team members, including the parents or guardians, share their knowledge of the student, beginning with the student’s strengths and other known background information and referring to the student’s ILP and additional information
- Members have access to student achievement data and work samples at the meeting
- Concerns are presented and synthesized to focus on the primary issues
- The team brainstorms a broad range of strategies for intervention or modifications to address the identified concerns
- The team selects the best strategies and an action plan for next steps is developed collaboratively
- Responsibilities and timelines are assigned
- A follow up meeting is scheduled to discuss progress and outcomes

**Post SST Meeting:**
- Meeting notes are copied and distributed to team members
- Action items are monitored for follow through
- SST members and parents or guardians are reminded of scheduled follow up meeting(s)

Following the implementation of an SST plan and follow up, if concerns continue a second meeting may be set where revisions to the original SST plan are discussed.

**A. ENGLISH LEARNERS**
We expect that Community Preparatory Academy will serve a number of English Learners. To address the significant academic needs of EL students, all of the major
components of Community Preparatory Academy’s instructional program have been carefully designed to promote the academic and social success of EL students. Several key features of effective programs for English Learners were identified during a study of 75 exemplary schools that successfully provide academic programs to English Learners in California. (www.sharingsuccess.org.) Many of those features have been incorporated within the program at Community Preparatory Academy, such as:

**Inclusion** - The program for English Learners will be an integral part of the school, neither conceptually nor physically separated from the rest of the school.

**Enrichment** – English Learners will be provided with a rich intellectual diet, not a remedial curriculum. The instructional approach for all students will emphasize critical thinking, hands-on learning, relevance, and connection across the disciplines.

**Coordination** - A premium will be placed on coordination and collaboration both horizontally and vertically across grade levels. Weekly schedules have been designed to provide common planning time for teachers.

**Internal Impetus** – Community Preparatory Academy teachers and school leaders will be the driving force and key players in designing and implementing innovative curricular and instructional approaches.

Community Preparatory Academy will follow the LAUSD English Learner Master Plan.

**Identification of English Learners**
Community Preparatory Academy will adhere to all applicable state and federal laws and regulations with respect to serving students who are English Learners. In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a Home Language Survey upon enrollment at the school. Cal. Education Code § 52164.1. Students whose primary language is not 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 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

The English language proficiency of all currently enrolled English Learners will be assessed in accordance with the test contractor’s directions and California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the CELDT test, according to the guidelines set forth in the student’s IEP. Community Preparatory Academy staff will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results from the test contractor. Students will be monitored in conjunction with the California
English Language Development Standards levels described below:

1. **ELD 1: Beginning**: The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.

2. **ELD 2: Early Intermediate**: The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.

3. **ELD 3: Intermediate**: The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.

4. **ELD 4: Early Advanced**: The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.

5. **ELD 5: Advanced**: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Community Preparatory Academy will maintain a record of all students who participate in each administration of the CELDT test as specified in Education Code § 11512. CELDT testing will be used to fulfill the requirements for annual English proficiency testing and will comply with the accountability requirements under Title III of the No Child Left Behind Act. CPA will adhere to all legal requirements regarding oversight and administration of the CELDT test.

**Reclassification of English Learners**
Before the issuance of each progress report card, teachers will summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking. At the end of the semester teachers will also go through the list of standards for a student’s current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Assistant Principal, who will work with teachers to make the final decision regarding progression to the next ELD level.

Reclassification criteria and procedures are outlined below.

**Reclassification Criteria**
- **CELDT**: Overall performance level of 4 or 5 and skill area scores of 3 or higher
in listening-speaking, reading, and writing

- **Standards Based Report Card:** Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system or a grade of C or above in a letter grade system
- **Teacher/EL Coordinator judgment:** Classroom teacher and EL Coordinator/Principal judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards
- **Parent Opinion and Consultation:** Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child’s progress toward English language proficiency.
- **Comparison of Basic Skills:** Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English based on assessments to be determined pending guidance from the State of California. Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

**Reclassification Procedures**

The following reclassification procedures will be used:

- Each semester, the Principal creates a list of all students who meet the CELDT criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the CELDT criteria for reclassification.
- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, the Principal works with the teacher to determine the ability of individual students to master grade level standards without language support.
- Based on the information provided by teachers, the Principal identifies students ready to be reclassified and submits these names to the Office Manager. The Office Manager sends a reclassification letter to these students’ parents and submits their names and report cards to the school district.
- Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of state ELA standards.

Professional development will be focused on enhancing teacher’s knowledge of how to teach English Learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all students can meet standards. Teachers authorized to teach English Learners will continue to receive training and support in the effective implementation of techniques such as Specially Designed Academic Instruction in English and Scaffolding. Teachers will also observe model
lessons and receive feedback on their implementation of new techniques. English Learners will continue to be re-evaluated annually using the CELDT test until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). CPA will set a demanding reclassification target annually. The reclassification process will utilize multiple criteria based on the guidelines approved by the State Board of Education and will include the following:

- Assessment of language proficiency
- Teacher evaluation
- Parent opinion (in consultation with the school)

Community Preparatory Academy has set a demanding reclassification target for annual student progress. Students at CPA will be expected to progress 1-2 English language levels each year through targeted instruction and assessment. It is anticipated that students who are enrolled at CPA beginning in kindergarten will be re-designated as fluent-English proficient (RFEP) prior to middle school. Students who enroll at the school in subsequent years whose language development is still in the beginning or early intermediate stage will be receive added intervention from the teacher through small group instruction targeted to meet their individual needs with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified during their K-6 career.

The Principal is to serve as the testing coordinator and will meet periodically with teachers throughout the school year during grade level planning to discuss the progress of English Learners toward mastery of the ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT testing will not be required during the monitoring period.

**Support for English Learners in Reading**
The instructional program for English Learners at Community Preparatory Academy will be planned according to students’ assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will begin English language arts instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in English Language Development (ELD).

As mentioned, students who are English Learners also will be served within the classroom through daily English language development (ELD) lessons on an individual and small group basis. During these focused sessions – both within the classroom, for example during reading instruction time, and in “pull out” sessions as needed (where students work with a teacher/specialist while the rest of the class is with another instructor, or during assigned after-school tutoring), students will be grouped homogeneously according to their ELD level. Teachers will use the Hampton Brown Avenues curriculum as the foundation of the ELD program.
Key academic vocabulary and concepts will be introduced utilizing the strategies described above and a Specially Designed Academic Instruction in English (SDAIE) approach. To ensure that the teaching faculty is able to work successfully with EL students, classroom teachers at Community Preparatory Academy will be required to possess a Cross-cultural Language and Academic Development (CLAD) certificate or equivalent as a condition of employment.

Support for English Learners who are learning to read in kindergarten and first grade is particularly important. Early intervention is the key to proficiency later on. To address this critical issue, kindergarten teachers will utilize the following strategies in their classrooms:

- Students will have sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced. Phonological differences between English and the students’ primary language will be identified, and students will be provided additional exposure to and practice with the difficult sounds.
- Students will be provided with additional systematic guidance and practice if they are unable to match all consonant and short-vowel sounds to appropriate letters.
- Teachers will provide brief practice sessions for English learners who are having difficulty in learning letter-sound correspondences. Students will participate in additional review and practice of particularly difficult letter sounds.
- Teachers will ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning.
- Teachers will encourage English learners to take home age-appropriate materials (e.g., flash cards, decodable text, handouts) related to the teaching objective.

**Instructional Strategies to Support English Learners**

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 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).
Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

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 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. Community Preparatory Academy 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
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:

6. **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 takes 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.

B. SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. Our SST will be responsible for identifying and monitoring students and families who might need additional resources or supports, including referrals to community service organizations (as detailed above, parents will receive information about the SST and services/supports available, and all staff will receive extensive professional development about identifying and referring students to the SST for additional support/intervention). Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well. Progress of students in this subgroup will be monitored through the regular reporting of benchmark progress data from classroom assessments and monthly conversations between teachers and the Principal on the progress of students in the classroom.

Community Preparatory Academy will offer a whole day program from kindergarten on, and parents will be able to drop-off their children starting at 7:00 a.m. and through an after-school program until 6:00 p.m., both to best serve our students’ needs and accommodate working families. As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is not a determinate factor in a students’ ability to succeed academically. We have not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Learners, CPA will utilize strategies described in other sections of this petition.

We plan to secure appropriate funding to offer a comprehensive after-school program including both academic support and enrichments until 6:00 p.m. each day by Year Two.

C. GIFTED AND TALENTED AND HIGH-ACHIEVING STUDENTS

Gifted and talented and high-achieving students will be served within the regular classroom program. Teachers at Community Preparatory Academy will use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school’s curriculum. Our integrated approach to planning and delivering instruction will be an effective approach for all learners, including gifted and talented and high-achieving students. In the case of gifted and talented and high-achieving students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.
Identification of Gifted and Talented and High-Achieving Students
Teachers will use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are gifted. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Parents and guardians will be informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child.

Strategies to Support Gifted and Talented and High-Achieving Students
Students who are high achievers and/or identified as gifted and talented benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, “a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given.” (Tomlinson, 1995.) Community Preparatory Academy has adopted many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught
- Allowing gifted and talented and high achieving students to work at an accelerated pace
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program.

D. STUDENTS ACHIEVING BELOW GRADE LEVEL
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 differentiating instruction, increasing student engagement and motivation, and providing a stimulating and challenging curriculum with multiple entry points for diverse learners and abilities. By using Tiered Intervention, teachers will be
able to identify students not reaching successful levels of competency through core instruction.

**Tier 1 – Core Instruction**

Students will receive high quality evidence-based instructional strategies and curricula which include differentiated instruction and services providing access to the core for all students. Strategies might include pre-teaching, re-teaching, frontloading academic vocabulary, extended practice and focused behavioral intervention. Also present will be a process for ensuring the integrity of the delivery of core instruction and intervention such as classroom observations covering the presence or absence of effective instructional strategies.

**Tier 2 – Strategic or supplemental Instructional and Intervention**

In addition to the standards-based curriculum that all students receive in Tier 1, Tier 2 offers supplemental instruction including provision of higher levels of instructional intensity, strategic strategies aligned to core curriculum, use of auxiliary materials associated with the core program, supplemental materials designed to provide targeted strategic intervention, instructional practices to ensure that auxiliary and supplemental materials are integrated with the content of core instruction, support to the provider of auxiliary and supplemental instruction to ensure integrity in the delivery of that instruction.

**Tier 3 – Intensive Instruction and Intervention**

Tier 3 instruction and intervention includes more explicit instruction specifically targeted to a discreet instructional, behavioral or social emotional skill need. Intervention can be accelerated or remedial and is delivered in addition to Tier 1 and Tier 2 instruction. Effective Tier 3 instruction and intervention will include increased individualization and smaller group size to include use of effective instructional strategies with high intensity, duration and frequency, use of instructional practices to ensure that intensive supports are integrated with the core content instruction, provision of professional development and ongoing support to providers of intensive instruction to ensure integrity in the delivery of that instruction.

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 teamwork. 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 ongoing it is, the truer the picture the teacher can get of their student’s understandings.

**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 low scores on the new state assessments (CAASPP formerly referred to as CalMAPP)
- 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 Academically Low Achieving Students**

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
- 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 from the classroom teacher 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)
- Before or After school tutoring with classroom teachers or other professionals
- 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
Classroom Differentiation For Low Achieving 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
- Play 60-80 beat Baroque classical music at a low level, when students are doing generative work, such as writing, reading silently, etc.

**Tracking the Academic Progress of Low Achieving 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.

**E. STUDENTS WITH DISABILITIES**

Teachers at Community Preparatory Academy will implement a wide range of accommodations for students with disabilities. All teachers will receive ongoing professional development regarding special education policies, strategies for working with students with disabilities, and classroom practices that support students with diverse learning styles and abilities. Among the topics that will be discussed during professional development sessions will be early identification and strategies that can be used to support struggling learners, classroom accommodations for specific, observed behaviors and what to do when a teacher or parent suspects a child may be learning disabled.

**F. OTHER SPECIAL POPULATIONS**

As noted throughout this charter petition and in particular this section, Community Preparatory Academy will utilize a child-centered approach in all aspects of instruction, thus we are confident we will meet the needs of every student and help them to succeed. All members of our faculty and our instructional leaders will assist each family to ensure the educational success of their child, including making appropriate referrals to community organizations.

**7. INSTRUCTIONAL MINUTES AND SCHOOL CALENDAR**
The annual calendar at Community Preparatory Academy will include a minimum of 180 days of regular instruction. Given that a significant number of the students enrolled are likely to be English learners, have limited school readiness, and/or come from homes of poverty where books and other resources are scarce, the slightly extended regular school day will provide a tremendous benefit to CPA students. As a result of having an extended instructional day, students in all grades will receive instructional minutes that substantially exceed the minimum number required for traditional and charter public schools according to California Education Code § 47612.5.

CPA will set a school wide average daily attendance target of 96% or higher. Teachers will remind students and their parents about the importance of consistent school attendance during classroom discussions, at Back to School night, and during parent conferences. When a concern regarding attendance or tardiness arises, teachers will initially address the concern directly with the home. If a student displays a pattern of absences or tardiness that is not resolved by means of a teacher conference, teachers will bring the student to the attention of the school administration. School administration will determine whether follow up contact with the parent(s) or a Student Success Team meeting is the most appropriate next step to resolve the issue. Written communication from the school in the form of letters and progress reports will also inform parents of positive as well as negative attendance patterns. Every effort will be made on behalf of the school to ensure that children are at school every day for the duration of the school day when they are not ill or otherwise excused according to school policy.

**School Calendar and Daily Schedule**

### 2014

**Teacher Summer Institute**  
First Day of School  
Veterans’ Day (No School)  
Pupil Free Day  
Thanksgiving Holiday (No School)  
Winter Break

**August 4-29, 2014**  
September 2, 2014  
November 11, 2014  
November 26, 2014  
November 27-28, 2014  

**2015**

School Resumes  
Martin Luther King, Jr. Day (No School)  
President’s Day (No School)  
Spring Break  
Pupil Free Day  
Memorial Day (No School)  
Last Day of School

January 5, 2015  
January 19, 2015  
February 16, 2015  
March 30 – April 3, 2015  
April 6, 2015  
May 25, 2015  
June 19, 2015
### Proposed Instructional Days Per Month (2014-2015):

<table>
<thead>
<tr>
<th>Month</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>21</td>
</tr>
<tr>
<td>October</td>
<td>23</td>
</tr>
<tr>
<td>November</td>
<td>16</td>
</tr>
<tr>
<td>December</td>
<td>10</td>
</tr>
<tr>
<td>January</td>
<td>19</td>
</tr>
<tr>
<td>February</td>
<td>19</td>
</tr>
<tr>
<td>March</td>
<td>20</td>
</tr>
<tr>
<td>April</td>
<td>18</td>
</tr>
<tr>
<td>May</td>
<td>19</td>
</tr>
<tr>
<td>June</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Number of Days: 180 days**; There will be 150 regular days and 30 shortened days that provide 55,475 minutes of instruction at the elementary level and 65,850 minutes of instruction at the middle school level.
<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>Instr. Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:50</td>
<td>Morning Meeting</td>
<td></td>
<td></td>
<td>8:30-8:55</td>
<td>Friday School Meeting</td>
<td>20 min x 4</td>
</tr>
<tr>
<td>8:50-10:00</td>
<td>Writing and Reading/English Language Development (ELD)</td>
<td></td>
<td></td>
<td>9:00-10:00</td>
<td>Writing Reading ELD</td>
<td>70 min x 4; 60 min x 1</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Read Aloud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 min x 5</td>
</tr>
<tr>
<td>10:15-10:35</td>
<td>Morning Nutrition and Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:35-11:25</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50 min x 5</td>
</tr>
<tr>
<td>11:25-12:10</td>
<td>Lunch &amp; Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:10-1:30</td>
<td>Social Science/Science Project Time</td>
<td>Social Science/Science Project Time</td>
<td>Literacy</td>
<td>Social Science/Science Project Time</td>
<td>12:10-1:10</td>
<td>Art/Music: 80 min x 4; 60 min x 1</td>
</tr>
<tr>
<td>1:30-2:25</td>
<td>P.E./Health</td>
<td>P.E./Health</td>
<td>Teacher Professional Development/Planning Time</td>
<td>P.E./Health</td>
<td>1:10-1:55</td>
<td>P.E./Health: 55 min x 3; 45 min x 1</td>
</tr>
<tr>
<td>2:35-3:15</td>
<td>Literacy</td>
<td>Literacy</td>
<td></td>
<td>Literacy</td>
<td>2:05-3:15</td>
<td>Free Choice Centers: 40 min x 3; 70 min x 1</td>
</tr>
<tr>
<td>3:15-3:30</td>
<td>Afternoon Meeting</td>
<td>Afternoon Meeting</td>
<td></td>
<td>Afternoon Meeting</td>
<td>Afternoon Meeting</td>
<td>15 min x 4</td>
</tr>
</tbody>
</table>

345 instructional minutes on Mon., Tues., Thur.; 235 instructional minutes on Wed.; 315 instructional minutes on Fri.
<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>Instr. Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45</td>
<td>Morning Meeting</td>
<td></td>
<td></td>
<td>8:30-8:55</td>
<td>Friday School Meeting</td>
<td>15 min x 4</td>
</tr>
<tr>
<td>8:45-10:15</td>
<td></td>
<td>Writing and Reading/English Language Development (ELD)</td>
<td>9:00-10:15</td>
<td></td>
<td>Writing Reading ELD</td>
<td>70 min x 4, 60 min x 1</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Read Aloud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 min x 5</td>
</tr>
<tr>
<td>10:15-10:35</td>
<td>Morning Nutrition and Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:35-11:45</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>70 min x 5</td>
</tr>
<tr>
<td>11:45-12:20</td>
<td>Lunch &amp; Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20-1:45</td>
<td>Social Science/Science Project Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85 min x 5</td>
</tr>
<tr>
<td>1:45-2:30</td>
<td>Computer Lab, Art</td>
<td>Teacher Professional Development/Planning Time</td>
<td>Computer Lab, Music</td>
<td></td>
<td></td>
<td>45 min x 4</td>
</tr>
<tr>
<td>2:30-3:20</td>
<td>Physical Education, Health/Character Education</td>
<td>Teacher Professional Development/Planning Time</td>
<td>Physical Education, 2:00-3:15 Free Choice Centers</td>
<td></td>
<td></td>
<td>50 min x 4, 75 min x 1</td>
</tr>
<tr>
<td>3:20-3:30</td>
<td>Afternoon Meeting, Afternoon Meeting</td>
<td>Teacher Professional Development/Planning Time</td>
<td>Afternoon Meeting, Afternoon Meeting</td>
<td></td>
<td></td>
<td>10 min x 4</td>
</tr>
</tbody>
</table>

Total Daily Instructional Minutes: 360 on Regular Days, 255 on Shortened Wednesdays
Sample Middle School Schedule (Grades 6-8)

<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>8:00-8:30</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></td>
<td>Period 3/4</td>
<td></td>
<td></td>
<td></td>
<td>110 min</td>
</tr>
<tr>
<td>10:50-12:40</td>
<td></td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td>110 min</td>
</tr>
<tr>
<td>12:40-1:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>110 min</td>
</tr>
<tr>
<td>1:20-3:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>110 min</td>
</tr>
<tr>
<td>3:20-3:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Afternoon Advisory</td>
<td>20 min</td>
</tr>
</tbody>
</table>

Total: 380 minutes on regular days. 320 min on Shortened Wednesdays.

Wednesday School Schedule is as follows:

Morning Affirmation/Advisory 8:00 – 8:25 25 min
Period 1 8:25 – 9:10 45 min
Period 2 9:10 – 9:55 45 min
Period 3 9:55 – 10:40 45 min
Nutrition 10:40 – 11:00 20 min
Period 4 11:00 – 11:45 45 min
Lunch 11:45 – 12:15 30 min
Period 5 12:15 – 1:00 45 min
Period 6 1:00 – 1:45 45 min

- Periods 1, 3 and 5 meet on Monday and Thursday. Periods 2, 4 and 6 meet on Tuesday and Friday. Wednesday has a shorted schedule of all periods.

Sample Middle School Core-Courses

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

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

TIMELINE FOR IMPLEMENTATION

Community Preparatory Academy will be ready to be fully operational when it opens its doors in September 2014. Following is a list of the principle task categories and key
tasks within each that will be accomplished in the months ahead to prepare for the first day of school.

Present through Charter Approval:
- Follow-up on site leads
- Continue to host informational meetings to engage parents in the development of the school; meet with community groups and local leaders to establish partnerships and collaborations.
- Implementation of fundraising plan

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, recruitment and hiring of staff
- Identify Principal
- Outreach, recruitment and enrollment of students
- Continued implementation of fundraising plan
- Identification and purchase of materials, equipment and resources
- Submission of Walton Foundation grant and follow up on the approval of CPA’s PCSGP grant
- Continued organizational development and planning with board members
- Training for all board members re: Brown Act, conflicts of interests, fiduciary duties, charter school finance and other relevant issues
- Attend California Charter Schools Association Annual Conference
- Negotiate and secure services for hire (maintenance, food services, special education, etc.)

Spring – Summer 2014
- Preparation of school facility
- Professional development training for new staff
- Preparation of welcoming activities and events for new families
- Continue fundraising efforts with foundations and private donors

August 2014
- Preparations for Opening of School
- Continued Professional development and training
MEASURABLE PUPIL OUTCOMES

**Governing Law:** SB 1290 revised Education Code Section 47605 to specify that “all groups of pupils served by the charter school” means “a numerically significant pupil subgroup” as defined by Education Code Section 52052(a)(3). In particular, section 52052(a)(3) (also recently revised), specifies that a “numerically significant pupil subgroup” is one that meets both of the following criteria:

1. The subgroup consists of at least 50 pupils, each of whom has a valid test score; and
2. The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.

For a school with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the State Board.

Examples of potentially significant student subgroups include ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities. (Ed Code Section 52052(a)(2) (As revised by Assembly Bill 1668, effective 1/1/13)

**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.
8. LOCAL CONTROL ACCOUNTABILITY PLAN ("LCAP")

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 applicable 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).

To align its goals and actions to the multiple parts of each state priority, the Charter School has divided the state priorities into “sub-priorities.”
### STATE PRIORITY #1: BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)).

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

### STATE PRIORITY #1: BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)).

<table>
<thead>
<tr>
<th>SUB-PRIORITY B – INSTRUCTIONAL MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>Principal and faculty team will review all instructional materials before purchase. All instructional materials purchased will be aligned to Common Core Standards and aligned with the charter petition. Purchase of materials will be appropriately included in the school budget.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in the charter petition.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Completed purchase orders; school-maintained list of textbooks and supplemental materials.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #1-BASIC SERVICES**

*The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*

**SUB-PRIORITY C – FACILITIES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Maintain a clean and safe school facility.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Daily spot checks will be performed to identify immediate cleanliness or safety issues. Annual and monthly facility inspections will screen for safety hazards. Under the general supervision of the Principal or a designee, the school custodial staff will:</td>
</tr>
<tr>
<td></td>
<td>• Perform daily general cleaning and periodic detailed cleaning;</td>
</tr>
<tr>
<td></td>
<td>• Ensure that the exterior of the building and grounds are in good order;</td>
</tr>
<tr>
<td></td>
<td>• Assist faculty and staff in maintaining the good appearance of their work areas.</td>
</tr>
<tr>
<td></td>
<td>The custodial and maintenance staff will perform or recommend maintenance required to support the health, safety and welfare of students and other faculty and staff. The Principal will recommend facilities improvements to the</td>
</tr>
<tr>
<td>Board of Directors through the CEO as necessary.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Annually, 90% of all items on monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Monthly site inspection documents prepared by the maintenance staff; Annual Facility Inspection Reports</td>
</tr>
</tbody>
</table>

---

**STATE PRIORITY #2 – IMPLEMENTATION OF COMMON CORE STANDARDS**

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

**SUB-PRIORITY A – CCCSS IMPLEMENTATION**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>Community Preparatory Academy will fully implement the California Common Core State Standards (CCCSS) for the core subject areas of Language Arts, Mathematics, Science, and Social Studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Instructional materials selected will be high quality, Common Core aligned products. During the initial years of the rollout of the CA Common Core State Standards (CCCSS), teachers and appropriate staff will participate in intensive professional development and trainings on teaching and learning the CCCSS and its associated measurement tools. Thereafter, teachers will maintain their knowledge of CCSS content and teaching techniques by participating in annual professional development activities. At least 20 days will be allocated to teacher professional development each year.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Annually, 100% of teachers will participate in Professional Development and trainings in CCCSS.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
</tbody>
</table>
**METHODS OF MEASUREMENT**

Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities. Teachers report their professional development activities to the Principal as part of the teacher evaluation process.

**STATE PRIORITY #2 – IMPLEMENTATION OF COMMON CORE STANDARDS**

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

<table>
<thead>
<tr>
<th><strong>SUB-PRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>
### STATE PRIORITY #3 – PARENTAL INVOLVEMENT

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

#### SUB-PRIORITY A – PARENT BUY-IN

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Parents will understand what to expect from the school and what the school expects from them, and will understand and concur with the school’s core values and instructional approach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Before a child starts at Community Preparatory Academy, the student’s parent or guardian will participate in a conference or group meeting with the school Principal, at which the Principal will present and explain CPA’s core values and instructional approach and how these concepts relate to what the school will expect from the student and family, and what the student and family can expect from the school.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>100% of parents will sign an acceptance of the school’s values at parent induction conference. This will also serve as the Title I Compact for Community Preparatory Academy. However, a parent’s decision not to sign the agreement will not affect the student’s admission or enrollment.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>The principal will record the date of the parent induction conference and ensure that there is a copy of the acceptance form in every student’s file.</td>
</tr>
</tbody>
</table>

#### SUB-PRIORITY B – PARENT INPUT

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*
<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Maintain parent representation on an active School Site Council (SSC).</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Each fall, the Parent/Teacher Organization (PTO) will choose two parent representatives to the SSC. The SSC will meet at least quarterly and will solicit input from the parent representatives on school policies of concern to parents and students, such as student uniforms, vacation schedules, nutrition, special classes and extra-curricular activities. The SSC communicates to the CPA Governing Board through the Principal.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, the SSC will have at least two parent members attending quarterly meetings.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>SSC meeting agendas and minutes</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #3– PARENTAL INVOLVEMENT**  
*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

**SUB-PRIORITY C – PROMOTING PARENT PARTICIPATION**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Obtain parental participation in students’ education by encouraging involvement with the Parent/Teacher Organization, attendance at school- wide parent meetings, individual parent-teacher conferences and school- based parent education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>A Parent/Teacher Organization will be established in the first year of operation. The PTO will include in its agendas the development and implementation of parent outreach efforts. Administrators will develop a calendar scheduling at least three school- wide meetings, at least two parent-teacher conferences per year, and at least three workshops for parent education. Administrators and staff appropriate to subject matter (e.g., teachers or parent educator) will collaboratively design objectives and agendas for school-wide meetings;</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td><strong>Parent attendance rates at each of three school-wide meetings will be at least 50%. At least 80% of parents will attend parent conferences with the teacher twice a year.</strong></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td><strong>None</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td><strong>Principals will retain calendars, agendas and sign-in registers for school-wide meetings. Teachers will use sign-in registers to record attendance at parent-teacher conferences and transmit them to the principal, who will calculate the percentage of parental attendance.</strong></td>
</tr>
</tbody>
</table>

### STATE PRIORITY #4 – STUDENT ACHIEVEMENT

_Pupil achievement, as measured by all of the following, as applicable:_

- **A. CA Measurement of Academic Progress and Performance on statewide assessment**
- **B. The Academic Performance Index (API)**
- **C. Percentage of pupils who are college and career ready**
- **D. Percentage of EIs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)**
- **E. EL reclassification rate**
- **F. Percentage of pupils who have passed an AP exam with a score of 3 or higher**
- **G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness**

#### SUB-PRIORITY A – CAASPP (FORMERLY REFERRED TO AS CALMAPP): ELA/LITERACY AND MATHEMATICS

**GOAL TO ACHIEVE SUB-PRIORITY**

At every applicable grade level, including all student subgroups, Community Preparatory Academy students will score at an equal or higher proficiency level than the median for neighboring traditional public schools on the CAASPP (formerly referred to as CalMAPP) statewide assessment in the area of English Language Arts/Literacy and Mathematics.

**ACTIONS TO ACHIEVE GOAL**

Classroom instruction conducive to student learning; adequate learning environments; appropriate CCCSS aligned instructional materials.
**MEASURABLE OUTCOME**  
At every applicable grade level, including all student subgroups, Community Preparatory Academy students will score at an equal or higher proficiency level than the median for neighboring traditional public schools on the CAASPP (formerly referred to as CalMAPP) statewide assessment in the area of English Language Arts/Literacy and Mathematics.

**BASELINE PERFORMANCE LEVEL**  
None

**METHODS OF MEASUREMENT**  
CAASPP (formerly referred to as CalMAPP) Score reports

**STATE PRIORITY #4 – STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*

A. CA Measurement of Academic Progress and Performance on statewide assessment  
B. The Academic Performance Index (API)  
C. Percentage of pupils who are college and career ready  
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)  
E. EL reclassification rate  
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher  
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

**SUB-PRIORITY B – API**

**GOAL TO ACHIEVE SUB-PRIORITY**  
Meet or exceed applicable annual performance targets (API Growth Target or equivalent as determined by California authorities).

**ACTIONS TO ACHIEVE GOAL**  
Classroom instruction will be rigorous and comprehensive, and will incorporate testing strategies in preparation for the assessment metric to be adopted.

**MEASURABLE OUTCOME**  
School will meet the annual API Growth Target, or equivalent measure prescribed by state authorities, and will thereafter equal or exceed the median performance score for neighboring traditional public schools in the same school.
<table>
<thead>
<tr>
<th><strong>BASELINE PERFORMANCE LEVEL</strong></th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>CAASPP (formerly referred to as CalMAPP) Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #4– STUDENT ACHIEVEMENT

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

- A. CA Measurement of Academic Progress and Performance on statewide assessment
- B. The Academic Performance Index (API)
- C. Percentage of pupils who are college and career ready
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

### SUB-PRIORITY C – COLLEGE AND CAREER READY (LIMITED APPLICABILITY TO K-8)

**GOAL TO ACHIEVE SUB-PRIORITY**

Students are on track to be college and career ready.

**ACTIONS TO ACHIEVE GOAL**

Deliberate emphasis will be placed on the value of schooling, and the importance of hard work in the achievement of goals. Students will be exposed to higher education and career paths through field trips, guest speakers, cultural presentations, after-school programs, teacher-led extracurricular activities, and parent classes. There will be a conscious effort on the part of the teachers to refer to college admission and attendance as a desirable and achievable goal. A college admission counselor and student representatives from local area feeder High Schools will give presentations to Community Preparatory Academy students to reinforce the importance of preparing themselves to succeed in high school and post-secondary education. Teachers will also emphasize the intangible social skills and body of information that parents and students must
acquire in order to compete in workplace and educational arenas.

<table>
<thead>
<tr>
<th><strong>MEASURABLE OUTCOME</strong></th>
<th>College and career readiness are not readily measurable at the K-8 school level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Attendance at special college or career preparation activities will be logged.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #4 – STUDENT ACHIEVEMENT**

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

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of EIs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

**SUB-PRIORITY D – EL PROGRESS**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>85% of EL students will advance at least one ELD level for each year in Community Preparatory Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>For students not proficient in English, the basic form of English language acquisition is through immersion, because all classes will be conducted in English. In addition, teachers will use SDAIE teaching strategies to facilitate students’ English language development at all grade levels, and will provide additional support for language acquisition to EL students through conversation and curriculum content.</td>
</tr>
</tbody>
</table>
Community Preparatory Academy will use the RtI approach, consisting of the following steps:

- The student’s specific needs are identified by an in depth analysis of the CELDT results and in Kindergarten and 1st grade by analysis of assessments prepared by the classroom teacher and in 2nd-8th grade by an analysis of assessment results.
- For a small portion of the school day, students are grouped by English development level and specific needs.
- Specific instructional activities in the Into English Curriculum (or similar) to meet the student’s needs are identified by the classroom teacher and the ELD specialist.
- The teacher provides this instruction during the ELD periods. 12. Student progress is monitored informally by the classroom teacher weekly and shared with other appropriate staff.
- Student progress is more formally assessed through the “benchmark testing” and shared with other appropriate staff.
- The ELD specialist and the principal review the results of the “benchmark testing” and provide direction and support to the classroom teachers as needed.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>For the four years of the charter following the first year, 85% of EL students will advance at least one ELD level for each year in Community Preparatory Academy, as measured by the CELDT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>Scores on the CELDT measured in the first year</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Score reports from annual administration of CELDT</td>
</tr>
</tbody>
</table>
## STATE PRIORITY #4 – STUDENT ACHIEVEMENT

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

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of EIs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

### SUB-PRIORITY E – EL RECLASSIFICATION RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Community Preparatory Academy will annually reclassify EL students as “Fluent English Proficient” using three criteria: (1) score “intermediate” or “advanced” on the CELDT; (2) score “basic” or above on English Language Arts assessments; and (3) be judged sufficiently fluent in oral and written English based on student classroom grades, current classroom teacher input, and the approval of the parents or guardians after consultation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>In addition to English immersion in all classes, teachers will use SDAIE teaching strategies to facilitate students’ English language development at all grade levels, and provide additional support for language acquisition to EL students through conversation and curriculum content. Relevant actions to achieve the reclassification goal include those listed in the description of the school’s RtI approach in Sub-Priority D, immediately above.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>As a reasonable goal, at least 15% of EL students will be reclassified as fluent in English each year.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CELDT and/or equivalent assessment results; report cards; reclassification documents; parent approval forms</td>
</tr>
</tbody>
</table>
### STATE PRIORITY #4– STUDENT ACHIEVEMENT

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

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of EIs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

### SUB-PRIORITY F – AP EXAM PASSAGE RATE (GRADE LEVELS NOT APPLICABLE TO SCHOOL)

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>N/A</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>N/A</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>N/A</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**STATE PRIORITY #5– STUDENT ENGAGEMENT**

*Pupil engagement, as measured by all of the following, as applicable:*

A. School attendance rates  
B. Chronic absenteeism rates  
C. Middle school dropout rates (EC §52052.1(a)(3))  
D. High school dropout rates  
E. High school graduation rates  
F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

**SUB-PRIORITY A – SCHOOL ATTENDANCE RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Community Preparatory Academy will maintain a high ADA rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>At the parent induction conference and in the Student and Parent Handbook, parents will be informed of the school’s attendance policies, with specific reference to the core values that stress education as the means to a full life and the way to develop one’s full potential. At each morning’s assembly, the student recitation reflects those values, including: “We believe that going to school is the most important thing we can do right now.” To facilitate a high attendance rate, Community Preparatory Academy will provide a safe, nurturing and engaging learning environment for all its students and families; notify families promptly of any tardiness or absence; regularly remind families of the importance of in-school attendance to learning and success; and impose appropriate follow-up or consequences when students do not achieve this goal.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annual Average Daily Attendance will be at least 96%.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Using the attendance records kept by the register-bearing teachers on Power School, Community Preparatory Academy compiles monthly, P-1, P-2, and annual ADA reports</td>
</tr>
</tbody>
</table>
## STATE PRIORITY #5– STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates  
B. Chronic absenteeism rates  
C. Middle school dropout rates (EC §52052.1(a)(3))  
D. High school dropout rates  
E. High school graduation rates  
F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

### SUB-PRIORITY B – CHRONIC ABSENTEEISM RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Community Preparatory Academy will have a low truancy (unexcused absence/unexcused late arrival) rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Parents will be informed of the attendance policies at the parent induction conference, through the Parent and Student Handbook, and by periodic newsletter notices. If a student is chronically absent or tardy, parents will be asked to meet with the administration and, if necessary, the Student Support Team (SST). With the parents, the Student Support Team will determine the nature of the problems leading to the absences and marshal the appropriate school or community resources to resolve them.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>90% of enrolled students will have fewer than three unexcused absences or tardy arrivals during any one school year.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Students who arrive late for school must sign in at the school office. A daily record will be kept of the number of students arriving more than thirty minutes late. The record, along with the attendance record, will be used to annually compute the truancy rate.</td>
</tr>
</tbody>
</table>

## STATE PRIORITY #5– STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates  
B. Chronic absenteeism rates  
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates
F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

<table>
<thead>
<tr>
<th>SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE G–AL</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE PRIORITY #5 – STUDENT ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil engagement, as measured by all of the following, as applicable:</td>
</tr>
<tr>
<td>A. School attendance rates</td>
</tr>
<tr>
<td>B. Chronic absenteeism rates</td>
</tr>
<tr>
<td>C. Middle school dropout rates (EC §52052.1(a)(3))</td>
</tr>
<tr>
<td>D. High school dropout rates</td>
</tr>
<tr>
<td>E. High school graduation rates</td>
</tr>
<tr>
<td>F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</td>
</tr>
</tbody>
</table>

| SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES (GRADE LEVELS NOT APPLICABLE TO SCHOOL) |
### STATE PRIORITY #5 – STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates  
B. Chronic absenteeism rates  
C. Middle school dropout rates (EC §52052.1(a)(3))  
D. High school dropout rates  
E. High school graduation rates  
F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

### SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES (GRADE LEVELS NOT APPLICABLE TO SCHOOL)

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>N/A</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>N/A</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>N/A</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>N/A</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## STATE PRIORITY #6— SCHOOL CLIMATE

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

### SUB-PRIORITY A – RESPONSIBLE BEHAVIOR OUTCOMES/PUPIL SUSPENSION RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students will reflect the core values of the school by exhibiting habits of responsible behavior. As a result, Community Preparatory Academy will maintain a low annual suspension rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Teachers will use positive behavior supports to modify unacceptable student behaviors; teachers and administrators will encourage students to reflect on how their behavior conforms or deviates from the core school values to which they’ve subscribed. Problems that remain unresolved will be addressed by the Student Support Team approach described above.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>85% of students will receive at least a “Satisfactory” rating on their behavior and work habits on the trimester report cards. During the charter term, the suspension rate for offenses that do not trigger mandatory suspension or expulsion will not exceed 3% of enrolled students in any given year or 2.5% in the aggregate.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Report cards will capture teacher ratings. Community Preparatory Academy will keep a record of student disciplinary actions including suspensions. Actions will be reported in the Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report.</td>
</tr>
</tbody>
</table>
**STATE PRIORITY #6— SCHOOL CLIMATE**

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

<table>
<thead>
<tr>
<th>SUB-PRIORITY B – RESPONSIBLE BEHAVIOR OUTCOMES/PUPIL EXPULSION RATES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
<td>Students will reflect the core values of the school by exhibiting habits of responsible behavior. As a result, Community Preparatory Academy will maintain a low annual expulsion rate.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Teachers will use positive behavior supports to modify unacceptable student behaviors; teachers and administrators will encourage students to reflect on how their behavior conforms or deviates from the core school values to which they’ve subscribed. Problem solving strategies such as peer mediation, conflict resolution and restorative justice will be taught and practiced. Problems that remain unresolved will be addressed by the SST approach described in Sub-Priority A.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Classroom teachers will rate student behavior on the trimester report cards. The school’s administrator will for each reporting period compute the percentage of students rated “satisfactory” or better. During the charter term, expulsion rate will not exceed 2% of all enrolled students for any given year or 1% for the aggregate.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Report cards will capture teacher ratings. Community Preparatory Academy will keep a record of student disciplinary actions including suspensions. Actions will be reported in the Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report.</td>
</tr>
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</table>

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**STATE PRIORITY #6— SCHOOL CLIMATE**

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**

<table>
<thead>
<tr>
<th>SUB-PRIORITY C – OTHER – SCHOOL CONNECTEDNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>

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**STATE PRIORITY #7— COURSE ACCESS**

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and
students with exceptional needs. “Broad course of study” includes the following, as applicable:

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

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

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE PRIORITY</th>
<th>Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all offered academic and educational programs outlined in the school’s charter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>All academic content areas will be available to all students, including student subgroups, at all grade levels.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student, teacher, course, and class rosters.</td>
</tr>
</tbody>
</table>

STATE PRIORITY #8 — STUDENT PERFORMANCE

SUB-PRIORITY A – INTERNAL ASSESSMENT

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students demonstrate expected growth at each grade level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Teachers will receive dashboards showing past student performance (where available) and expectations for future performance. Teachers will augment instructional activities and efforts based on students’ expected performance relative to the proficiency standard.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>85% of students will meet growth expectations on general outcomes measurement and standards-based assessment.</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>Initial scores on general outcomes measurement (NWEA or equivalent), and on standards-based assessment (Smarter Balanced/CAASPP (formerly referred to as CalMAPP) or equivalent)</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Growth on general outcomes benchmark assessment (NWEA or equivalent), Smarter Balance/CAASPP (formerly referred to as CalMAPP) or equivalent instrument, administered in winter and spring.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE PRIORITY #8 — STUDENT PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUB-PRIORITY B – OTHER PUPIL PERFORMANCE OUTCOMES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>So long as the AYP standards established by No Child Left Behind apply, Community Preparatory Academy will strive to meet those standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Provide classroom instruction conducive to student learning; adequate learning environments; and appropriate materials, aligned to CCCSS standards for Common Core subjects.</td>
</tr>
</tbody>
</table>
| MEASURABLE OUTCOME          | Additional outcomes expected by 2019:  

**Math** – as measured by an appropriate CCCSS assessment unless otherwise noted. All percentages are both school-wide and for each significant subgroup.  

Percent scoring “proficient” or “advanced”:
- Grades K-1: 80%, as measured by classroom teachers’ assessments and reported on the standards-based report card
- Grades 2-5: 75%
- Grades 6-8: 65%

Percent scoring “below basic” or “far below basic”:
- Grades 2-5: 5% or lower
- Grades 6-8: 10% or lower

**English Language Arts** – as measured by the CAASPP (formerly referred to as CalMAPP) unless otherwise noted. All percentages are both school-wide and for each significant subgroup. |
Percent scoring “proficient” or “advanced”:
- Grades K-1: 80%, as measured by classroom teachers’ assessments and reported on the standards-based report card.
- Grades 2-5: 70%
- Grades 6-8: 65%

Percent scoring “below basic” or “far below basic”:
- Grades 2-5: 5% or lower
- Grades 6-8: 10% or lower

Social Studies – As measured by classroom teacher on standards-based report cards
Percent scoring “proficient” or “advanced”:
- Grades 6-8: 67%

Science – As measured by classroom teacher on standards-based report cards (until CCSS assessments become available)
Percent scoring “proficient” or “advanced”:
- Grades 6-8: 67%

**BASELINE PERFORMANCE LEVEL**
All expected outcomes are substantially superior to the median scores for neighboring traditional public schools.

**METHODS OF MEASUREMENT**
Except for K-1 students, who will be assessed by their teachers on periodic report cards, measurement will be by appropriate CCCSS Tests adopted by state authorities.

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**STATE PRIORITY #8 — STUDENT PERFORMANCE**

**SUB-PRIORITY C – SOCIAL RESPONSIBILITY DOMAIN**

**GOAL TO ACHIEVE SUB-PRIORITY**
Students will demonstrate a commitment to building the school community and giving back to the wider community.

**ACTIONS TO ACHIEVE GOAL**
Students will volunteer for community-building activities throughout the year, such as playground and garden improvement projects. They will give back to the wider community and world by participating in appropriate fundraising and assistance projects (e.g., raising money for...
<table>
<thead>
<tr>
<th><strong>MEASURABLE OUTCOME</strong></th>
<th>AIDS-related or other health charities, disaster relief efforts, etc.). 90% of the students will express their support of the community-building activities in language appropriate to their grade level. 90% of students in the middle-school classes will participate in at least one community building or charitable activity each year.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Community Preparatory Academy will prepare a survey to assess the student support of the school's core values and will administer the survey at least once each year.</td>
</tr>
</tbody>
</table>
METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

**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 Charter 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. Community Preparatory Academy is committed to employing the following methods of assessment:

**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.

**Community Preparatory Academy’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.

**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. Reclassification of English Learner Students should occur on a yearly basis.

**Benchmarks (Yearly):** While Community Preparatory Academy is a multiage environment, specific “grade level” benchmarks have been created which are tied to the state standards.

**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. EVALUATION OF ACADEMIC PERFORMANCE

Community Preparatory Academy is committed to evaluating our curriculum and assessing student learning and growth. We acknowledge that it is imperative to ascertain what strategies and practices are yielding successful results, and intend to thoroughly examine and address 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:

- Analyze standardized test data (Smarter Balance/CAASPP (formerly referred to as CalMAPP))
- Monitor Individualized Learning Plans (ILP’S)
- Discuss throughout staff meetings
- Analyze student work samples
- Focus on staff professional development plan
- Collegial coaching and peer mentoring
- Hire outside consultants and parental feedback on our curriculum.

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. Standardized test results are used as one way to measure academic success. The Faculty will carefully review test Smarter Balanced/CAASPP (formerly referred to as CalMAPP) 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. 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 Charter School will track the number and nature of the referrals and address any negative trends as appropriate.

### III. STUDENT OUTCOMES

**DATA MANAGEMENT SYSTEM**

Community Preparatory Academy will incorporate the use of a sophisticated online data management/student information system (SIS) such as DataDirector or Illuminate 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. Community Preparatory Academy 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 professional development 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

Results from the charter school’s 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 ‘o create Individual Learning Plans (ILP’s) for every student as an additional mean’ 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’ Smarter Balanced/CAASPP (formerly referred to as CalMAPP) 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 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 Community Preparatory Academy.

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 student progress on general outcomes measurements (NWEA or equivalent), and on standards-based assessments (Smarter Balanced/CAASPP (formerly referred to as CalMAPP) or equivalent) and meeting 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 general outcomes measurement (NWEA or equivalent), and on standards-based assessments (Smarter Balanced/CAASPP (formerly referred to as CalMAPP) or equivalent), 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 Learning 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.

**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.

**Grading Policy**

Grading practices depend on grade level. Kindergarten and first grades work with a standards-based reporting system with the following proficiency levels:

1. Insufficient progress toward meeting grade level standards
2. Below grade level in meeting standards, making progress
3. Meets grade level standards
4. Exceeds grade level standards in

In grades 2-8, the following grading system is used:

F. 59% and below. Insufficient progress toward meeting grade level standards
D. 60-69%. Below grade level standards/making progress
C. 70-79%. Meets grade level standards
B. 80-89%. Often exceeds grade level standards
A. 90-100%. Consistently exceeds grade level standards with quality
Teachers will be encouraged to allow students to make up work when late or incomplete so that appropriate mastery of learning standards can be assessed. Citizenship and work habits assessments will be graded separately from academic learning standards. Teachers will grade group projects according to individual contributions and mastery of grade level standards to avoid unjustly inflating or deflating grades.
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(–(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 Community Preparatory Academy 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 Community Preparatory Academy 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.

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.

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.

**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 Community Preparatory Academy’s charter and related school policies, as well as local, state and federal laws and regulations.

The Governing Board will meet at least monthly during the school year. Additional meetings may be called as necessary. All meeting will be held in accordance with the Brown Ace. Agendas for regular meetings will be published in advance and distributed to each member of the Governing Board and will be posted near the entrance of the school and at the entrance of the school’s main office for public viewing at least 72
hours in advance of the meetings. Notices for regular meetings will be posted on the 
school’s web site, published in the monthly newsletter to parents, and posted in the 
main office of the school at least 72 hours in advance of the meetings. The schedule for 
regular Board meetings will also be included in the school’s monthly calendar that will 
be distributed to all parents at the school. Agendas for special meetings will be posted 
at least 24 hours before the meeting. Notices for special meetings will be posted in the 
main office and at the primary entrance to the school at least 24 hours prior to the 
meeting. Copies of Board minutes will be available upon request in the main office of 
the school.

The Governing Board will comply with the Brown Act and has adopted a conflict of 
interest code that complies with the Political Reform Act, Corporations Code Conflict of 
Interest rules, and which shall be updated with any charter school specific conflict of 
interest laws or regulations.

The Governing Board will attend an annual in-service for the purpose of training 
individual board members on their responsibilities with topic to include at minimum, 
conflict of interest and the Brown Act.

The Governing Board is fully responsible for the operation and fiscal affairs of 
Community Preparatory Academy including but not limited to the following:

- Ensure Community Preparatory Academy meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission
- Hire, supervise and evaluate the Executive Director and Principal
- Retain ultimate responsibility for hire and terminating all other employees
- Approve all contractual agreement in excess of $5000.00
- Approve and monitor Community Preparatory Academy’s annual budget, budget 
  revisions and monthly cash flow statements
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the 
  operation of Community Preparatory Academy in accordance with applicable 
  laws and the receipt of grants and donations consistent with the mission of 
  Community Preparatory Academy
- Contract with an external independent auditor to produce an annual financial 
  audit according to generally accepted accounting practices
- Establish operational committees as needed
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support Community Preparatory Academy
- Execute all applicable responsibilities provided for in the California Corporations 
  Code
- Engage in ongoing strategic planning
- Approve the schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when 
  necessary
• Approve charter amendments as necessary and submit requests for material revision as necessary to the District for consideration
• Approve annual independent fiscal audit and performance report
• Appoint an administrative panel to take action on recommended student expulsions

The Governing Board may initial and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which Community Preparatory Academy is established.

II. COMPOSITION OF THE GOVERNING BOARD

Voting Members
The Governing Board will consist of a minimum of 3 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. 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 monthly; 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 Community Preparatory Academy 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 Community Preparatory Academy’s Conflict of Interest Policy as it may be amended from time to time. CPA and its Governing Board agree to comply with the incompatible provisions of Government Code section 1125.

**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 CPA 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 CPA 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. Parent volunteering is not a condition of enrollment and/or continued enrollment.

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 (PTO)

The PTO is the primary forum for parents to become involved in school-wide committees. The PTO works hand-in-hand with teachers and school administration to
develop innovative programs and provide monetary support for those programs. PTO 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 PTO 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 Community Preparatory Academy 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 Community Preparatory Academy, they strengthen and
enhance the value of this school to students, faculty, other parents and the community at large.

ORGANIZATIONAL CHART
The Governing Board has direct responsibility over the Executive Director who has direct responsibility over the School Principal who is responsible for the school staff and school committees/parent groups.
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(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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. Community Preparatory Academy 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.

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. The School Principal will review teacher credentials annually. A comprehensive and rigorous hiring process will ensure that all teachers hold appropriate credentials.

I. STAFFING

Roles and Qualifications of School Staff

One of the ideal components of charter school law in California is the inherent flexibility 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 Community Preparatory Academy 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. Community Preparatory Academy 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 Governing 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. All employees will be compensated commensurate with their experience and job responsibilities, and Community Preparatory Academy 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:

- CEO/Executive Director
- Principal
- 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

**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**

**CHIEF EXECUTIVE OFFICER (EXECUTIVE DIRECTOR)**

The Governing Board of Community Preparatory Academy will select an Executive Director. The Executive Director shall embody, advocate, and put into operation the mission, vision and strategic direction of Community Preparatory Academy. The Executive Director shall oversee all aspects of the school’s programs, including financial, operational, educational operations, and strategic planning. The Executive Director shall not be a member of the Governing Board but shall fulfill the role of President 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 Governing Board. The Executive Director shall have the general powers and duties of management customarily vested in a corporation’s president and shall have such other powers and duties as may be prescribed by the Governing Board or the Bylaws.

At the discretion of the Governing Board, which retains the ultimate responsibility for hiring and dismissing employees, the Executive Director will hire, supervise, discipline and dismiss the Principal and may, in collaboration with the Principal, hire, promote, discipline and dismiss teachers at the school after consideration of a recommendation by the Principal.
Although the Executive Director may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she will be responsible for the execution of these duties and will establish administrative regulation as needed to manage the school.

The successful candidate will have the following qualifications and experience:

(Required)

- An earned Master’s Degree from an accredited college or university
- Evidence of successful administrative experience
- Teaching and/or supervisory experience in educational programs serving children and their families
- Demonstrated track record of quality educational offering and creative approaches to program management, development and implementation
- Demonstrated commitment to working with diverse populations
- Demonstrated knowledge of evidence-based curriculum for grades K-8
- At time of appointment, if not a US citizen, must have authorization from the Bureau of Citizenship and Immigration Services to work in the United States
- Evidence of degree(s) required at the time of hire

(Desired)

- Teaching Credential or its equivalent
- Administrative Credential or equivalent experience
- Five years of full-time teaching service

(Knowledge, Skills, Abilities and Personal Characteristics)

- Understanding of the Community Preparatory Academy philosophy and approach to instruction
- Knowledge of and ability to recognize and implement the impact of the Community Preparatory Academy Personnel Handbook, and applicable state and federal laws and regulations
- A commitment to Community Preparatory Academy and to working collaboratively with staff, parents and Governing Board members to make the best policy decision possible for the

PRINCIPAL

The Principal will be the instructional leader of the school. The Principal will ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students of the school. Like the Executive Director, the Principal will not serve on the Governing Board. The
Principal will report directly to the Chief Executive Officer and will be responsible for the orderly operation of the school and the supervision of all employees in the school. The Principal will be assigned to perform tasks as directed by the Executive Director to ensure Community Preparatory Academy exacts its mission and achieves its stated goals and objectives. At the discretion of the Governing Board, which will retain the ultimate responsibility for hiring and dismissing employees, the Principal will hire, supervise, evaluate and dismiss teachers; will hire, supervise, evaluate and dismiss staff; and will communicate and report to the Governing Board as needed or requested by the Board.

The Principal will hire, supervise, discipline and, as needed, dismiss the Assistant Principal (hired after Year 1). The Principal may, in collaboration with the Executive Director, promote, discipline and, as needed, dismiss staff and teachers at the school after presentation of a recommendation to do so.

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 Community Preparatory Academy’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:
  - Compliance with all applicable laws, regulations and policies
  - Supervision, support and evaluation of Special Education services providers
  - Helping identify students in need of intervention
  - Communicating with staff and parents regarding interventions
  - Initiating new intervention programs as necessary
  - Training staff (instructional aides, tutors) and volunteers
  - Using assessment data to track the success of interventions
  - Attending SST and IEP meetings
  - Providing staff development on intervention programs
  - 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 activities including:
  - Attending trainings related to the administration of state tests
  - Training staff in preparation for test administration
  - Ensuring the security of test documents
  - Scheduling and supervising test administration
  - Coordinating the submission of test materials
  - Supporting teachers with test administration (make-up tests, etc.)

**BUSINESS MANAGER**
The Business Manager will provide support to the Executive Director and 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 Business Manager, under the close supervision of the Executive Director, 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 Business Manager will report directly to the Executive Director and will 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 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 Business Manager include:

**Planning and Operations:**
- Assist Executive Director 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;
- Ensure compliance with applicable laws, regulatory reporting, contractual obligations, and donor restrictions;
- Prepare (with outside experts as needed, including legal) 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;
- 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 Executive Director in developing appropriate budget projections, in collaboration with back office service provider;
- Assist Executive Director 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.

**FINANCIAL ADMINISTRATION**
In order to run the administrative financial functions of the school, Community Preparatory Academy will contract with a back office service provider such as 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 serve as our “Chief back office service provider 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/Executive Director 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/Executive Director 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/Executive Director 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.

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 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. In addition, Community Preparatory Academy 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. Community Preparatory Academy will seek teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training. Community Preparatory Academy 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 Community Preparatory Academy 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 Community Preparatory Academy 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:
  - The Principal will conference individually with teachers no less than twice each year to review and discuss the academic progress of the students in their classroom.
  - 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.
  - 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.

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 Administrative staff 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 based upon the level and quality of completion of assigned job duties and regular, punctual attendance.

IV. PROFESSIONAL DEVELOPMENT
Community Preparatory Academy 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 Community Preparatory Academy 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.
- Policies 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 45125.1
Community Preparatory Academy 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: Community Preparatory Academy 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: Community Preparatory Academy 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 Section 11164
- 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, Community Preparatory Academy 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.

**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.

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 workplace. 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.
MEANS TO ACHIEVE 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”). Community Preparatory Academy 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, Community Preparatory Academy 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
Community Preparatory Academy 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 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 such as the Los Angeles Urban League, Los Angeles Chapter of the NAACP, First AME Church, West Angeles Church of God in Christ, First Church of Christ, Crenshaw Christian Center, Crenshaw District
Neighborhood Council, Angeles Mesa Neighborhood Council, Leimert Park Neighborhood Council and the Crenshaw Community Coalition.

- The scheduling of outreach meetings at the Baldwin Hills Plaza Community Room 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, Community Preparatory Academy 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.
- The geographic areas targeted for outreach include the specific zip code boundaries of 90008, 90016 and 90043 and more broadly span the 105 fwy to the South, the 405 fwy to the West, the 110 fwy to the East and the 10 fwy to the North.
ADMISSION REQUIREMENTS

Governance 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).

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. Community Preparatory Academy 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 and/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 any other applicable requirements.

In accordance with applicable law, the following groups of students will be exempted from the lottery:
- Currently enrolled students
- Siblings of currently enrolled students

In addition to the foregoing, admissions preference will be given to District residents and all other residents of California.

ADMISSION PROCESS AND OPEN ENROLLMENT
In order to be included in the admissions lottery (if a lottery is necessary), families must submit a “Lottery Form”. Application materials, including the “Lottery Form” 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 soon after the closing of the open enrollment period. All interested families will be required to submit a completed “Lottery Form” directly to the school before 4:30 p.m. on the last day of the open enrollment period, which will be clearly indicated on the form and in all communications and notices.
(websites, flyers, etc.) regarding admission to the school. Submitted “Lottery Forms” will be date- and time-stamped and student names will be added to an application roster to track receipt. Families who submit their forms after the enrollment deadline will be added to the wait list below any names drawn at the lottery.

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 all impacted grade levels.

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 on the “Lottery Form” and all recruitment materials. 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 two board members will conduct the admissions lottery as a public event. Explanation will be provided by the school Principal and board members 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 or siblings).

The school Principal will formally 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 as listed on the “Lottery Form” via mail at least two weeks prior to the lottery date. The lottery will be held at the school site if the school facility can accommodate all interested parties.

“Lottery 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 by the school Principal or Office Manager, and asked to fill out an Enrollment Packet to complete the enrollment process. Community Preparatory Academy office 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 waitlist generated from the public lottery in the order those forms are received. Vacancies that occur during the school year will be filled according to the waitlist. When an offer occurs during the school year, families will be contacted by the Office Manager in the order of the waitlist and typically will be given 48 hours to decide whether or not to accept a space at the school and complete an enrollment packet. In the event that no such waitlist 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 expires at the end of the school year. Applications are only valid for the school year applied for. Applicants must reapply annually if the school is unable to offer them admission for the current year.
ELEMENT 9

ANNUAL FINANCIAL AUDITS

Governing Law: “The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Cal. Ed. Code § 47605(b)(5)(I).

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to school’s Calendar of Reports
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

I. BUDGETS AND FINANCIAL PLANS

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.

II. BUSINESS/FISCAL MANAGEMENT
As noted earlier, the CEO/Executive Director 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/Executive Director, 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
Community Preparatory Academy will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

A. Annual Financial Independent Audit
Consistent with charter school legislation, Community Preparatory Academy 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
Community Preparatory Academy'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/Executive Director will be responsible for contracting with an accountant to conduct the required financial audit and will be responsible for overseeing the independent audit and working with the auditor along with the back office service provider to complete the audit. Copies of all financial reports and needed records or back up information generated for the school year will be provided to the independent auditor no later than 2 months after the close of the year so that the audit activities can be started. The Governing Board will be regularly updated as to the progress of the
audit through completion at which time the audit report will be presented and reviewed for comment and approval.

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
Community Preparatory Academy’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
The audit committee of the school’s Governing Board will review any audit exceptions or deficiencies and report to the Governing Board with recommendations on how to resolve them. The Governing Board will report to LAUSD regarding how the exceptions and deficiencies have or will be resolved. All outstanding issues from the audit will be resolved 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.

IV. PROGRAMMATIC AUDIT
Each year, Community Preparatory Academy 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's, 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 summ’ry 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.
SUSPENSION AND EXPULSION PROCEDURES

**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

Community Preparatory Academy’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. Community Preparatory Academy 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. Community Preparatory Academy 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.

Community Preparatory Academy’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
- 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

Community Preparatory Academy 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 Community Preparatory Academy 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.

Community Preparatory Academy 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.

Community Preparatory Academy’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 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 Community Preparatory Academy 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. Committed or attempted to commit robbery or extortion.
3. Caused or attempted to cause damage to school property or private property.
4. Stole or attempted to steal school property or private property.
5. 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.
6. Committed an obscene act or engaged in habitual profanity or vulgarity.
7. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
8. 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.
9. Knowingly received stolen school property or private property.
10. 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.
11. 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.

12. 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.

13. 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.

14. 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.

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

16. 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.

**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 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 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, the Office Manager or office clerk 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(s) committed by the student. In addition, the notice will 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 will add that the parent/guardian should respond to such request by contacting the School Principal by phone as will be specified in the notice.

**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, 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 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. The classroom teacher or the School Principal will remain in contact during the time of suspension or pending the results of an expulsion hearing with the student’s family in order to provide materials and information regarding missed homework and plans for making up any assignments or tests.

**Authority to Expel:** Only the Charter School’s Governing Board may expel a student. The school’s 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 school’s Governing Board following a hearing on the matter.
The Principal shall suspend and 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.

If it is determined by the Governing Board that a student has brought a fire arm or explosive on to campus in violation of #1 above, the student shall be expelled for one year, pursuant to the Gun-Free Schools Act of 1994.

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 determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred. The thirty (30) day time period begins to run from when the recommendation for expulsion is made. 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. A public hearing only takes place if requested.

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 Community Preparatory Academy’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 presented at the hearing 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 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 Community Preparatory Academy.
3. The reinstatement eligibility review date.
4. The type of educational placement during the period of expulsion; and
5. Notice of appeal rights, if any.

The Principal will mail a written notice of decision to the parent/guardian within 48 hours of the decision.

The Principal 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(s) committed by the student
3. Appeal rights/process related to the expulsion

**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 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 Governing Board may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
6. The Governing Board 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 Governing Board 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 Governing Board 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 Governing Board shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Governing Board 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.

**ELEMENT 11**

**EMPLOYEE RETIREMENT SYSTEMS**

**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)

**PROGRAMS OFFERED**

All eligible credentialed/certificated employees shall be covered by the California State Teachers Retirement System (STRS) subject to the terms of the system. Those employees covered by STRS participate in the Medicare portion of the federal social security system, but are not eligible for the OASDI portion.

All eligible non-credentialed/non-certificated or classified employees (including credentialed/certificated employees hired for classified positions) shall be covered by the California Public Employees Retirement System (PERS). Employees covered by PERS participate in both the Medicare and OASDI portions of the federal social security system.

All employees are eligible to make voluntary contributions to a tax sheltered plan.

At the time of initial employment each employee with meet with the Business Manager and receive information about STRS/PERS programs. The Executive Director and Business Manager shall work with the Los Angeles County Office of Education to ensure that each employee is properly enrolled in the appropriate program.
PUBLIC SCHOOL 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.
RIGHTS OF DISTRICT EMPLOYEES

**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 other than LAUSD to work at Community Preparatory Academy 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 Community Preparatory Academy.
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 Executive 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 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation 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.
EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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.
CHARTER SCHOOL CLOSURE PROCEDURES

**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 the 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 Community Preparatory Academy, 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 Academy 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. Community Preparatory Academy 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, Community Preparatory Academy 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). Community Preparatory Academy 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**

Community Preparatory Academy shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

9. 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.

10. 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.

11. 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.

12. Community Preparatory Academy 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.

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

14. 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.

15. 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 Community Preparatory Academy who will employ generally accepted accounting principles. Any
liability or debt incurred by Community Preparatory Academy will be the responsibility of Community Preparatory Academy 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.

Community Preparatory Academy 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.

Community Preparatory Academy’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 Community Preparatory Academy’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 requirements 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:

16. 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.

17. 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.

18. 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.

19. 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.
20. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

21. 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.

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

23. 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).

ADDENDUM

District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

Community Preparatory Academy (hereinafter “Community Prep” 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 47605I(1)

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605I(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 – The Educational Program

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-8.
- 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 550. (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 applicable 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**

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

On an annual basis (on or about October 1), [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

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

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

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

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

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but 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.

**Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**


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

**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.

**Element 4 – Governance**

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

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

All employees and representatives of Charter School, including members of the [Charter School’s] 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.


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

**LEGAL AND POLICY COMPLIANCE**

[Charter School] shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

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

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**

[Charter School] shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by [Charter School]. 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.

Element 5 – Employee Qualifications

**Equal Employment Opportunity**

[Charter School] acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender 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**

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

Element 6 – Health and Safety Procedures

**Health, Safety and Emergency Plan**

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

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

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.

Element 7 – Means to Achieve Racial and Ethnic Balance

COURT-ORDERED INTEGRATION

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

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

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

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

The District and [Charter School] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). [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 [Charter School] shall have the right to continue attending [Charter School] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to [Charter School] shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

[Charter School] 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. [Charter School] shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at [Charter School] under the NCLB-PSC program increases in subsequent years, [Charter School] agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at 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. [Charter School] understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. [Charter School] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide 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

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

**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.

Element 9 – Annual Financial Audits

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year

e. Unaudited Actuals – July following the end of the fiscal year

f. Audited Actuals – December 15 following the end of the fiscal year

g. Classification Report – monthly according to school’s Calendar

h. Statistical Report – monthly according to school’s Calendar 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

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**Element 10 – Suspension and Expulsion Procedures**

**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 sections 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.

**Element 11 – Employee Retirement Systems**

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School Attendance Alternatives**

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

**Element 13 – Rights of District Employees**

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

**Element 14 – Mandatory Dispute Resolution**

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

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

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

To Charter School: [Charter School]
c/o School Director

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

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

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

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

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

Element 16 – Charter School Closure Procedures

REVOCATION OF THE CHARTER

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.
**Closure Action**

The decision to close [Charter School], either by the governing board of [Charter School] or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of [Charter School] 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 [Charter School] or the LAUSD Board of Education, the governing board of [Charter School] shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how [Charter School] 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 [Charter School]. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in [Charter School] 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). [Charter School] shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELP) in which the school participates. [Charter School] shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, [Charter School] shall notify
the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). [Charter School] 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. [Charter School] shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. [Charter School] shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

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

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

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

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

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

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

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

**School and Student Records Retention and Transfer**

[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.

[Charter School] shall ensure completion of an independent final audit within six months after the closure of the school that includes:

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

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

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

[Charter School] shall retain sufficient staff, as deemed appropriate by the [Charter School] 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 [Charter School] to cease operation. [Charter School] and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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:**
  - (iii) **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
  
  - (iv) **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.
  
  - (iii) **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.
(iv) **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:

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 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.

2. 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.

3. 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.

4. 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.

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 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**
[Charter School] 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 §§ 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 § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)