Clemente Charter School
An Ingenium School

Grades K- 6

Charter Petition
16 Elements

Submitted September 16, 2013
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<td></td>
<td>Conflict of Interest Policy</td>
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<td>CD- Charter Petition with Appendix and Budget</td>
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</tbody>
</table>
Clemente Charter School
Assurances and Affirmations

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

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

• Not charge tuition. EC 47605(d)(1)

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

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

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

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

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

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

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 Clemente Charter School is Rachel Garfield, lead petitioner.
- The contact address for Clemente Charter School is 22250 Elkwood Street, Canoga Park, CA 91304.
- The contact phone number for Clemente Charter School is (310) 699-0017.
- The proposed address or target community of Clemente Charter School is, Bell, CA 90201, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 5 and Educational Service Center South.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is Kindergarten to 6th Grade.
- The number of students in the first year will be 175.
- The grade level(s) of the students in the first year will be Kindergarten to 3rd Grade.
- The scheduled opening date of Charter School is August 13, 2014.
- The admission requirements include:
  
  Clemente Charter School (“CCS”) shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A). If the number of students applying for enrollment exceeds the charter school’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2). Enrollmente to the school shall be open to any resident of the State of California. CCS affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. CCS shall not charge tuition. CCS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (See also Element 8: Admissions)
- The enrollment capacity is 494. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be traditional: August 13, 2014 to June 3, 2015 and will be 182 days.
- The bell schedule for Charter School will be: 8:00- 2:30 (details in Element 1, Section E).
- If space is available, traveling students will have the option to attend.

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).

WHO WILL CCS SERVE?
CCS intends to open in August 2014 with 175 students, 75 in kindergarten, 50 in grade 1, 25 in grade 2 and 25 in grade 3. In year 2, the school will grow by 82 students as it adds one first grade class, one second grade class and one fourth grade class, thus making enrollment 257. Average class size will be 25 students in kindergarten, 27 students in first grade, 28 students in second grade through fifth grade, and 30 students in sixth grade. As the chart below depicts, we anticipate incremental growth and grade expansion until the school becomes a K-6 in 2018-2019 and reaches an enrollment of 494 students.

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

The following information is derived from data referring to zip code 90201. The sources of the data are presented in footnote format at the end of each chart. An examination of the statistics reveals a rich diversity of ethnic, racial, socioeconomic, educational, and linguistic characteristics.

**Ethnicity/Race**

<table>
<thead>
<tr>
<th></th>
<th>90201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>96,114</td>
</tr>
<tr>
<td>White</td>
<td>3,342</td>
</tr>
<tr>
<td>Black or African</td>
<td>608</td>
</tr>
</tbody>
</table>

1 Data comes from following site: [http://www.city-data.com/city/Cudahy-California.html](http://www.city-data.com/city/Cudahy-California.html)
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>American</td>
<td>0.60%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.20%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0.00%</td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
<td>0.60%</td>
</tr>
<tr>
<td>Some Other Race</td>
<td>0.20%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Educational Attainment**

<table>
<thead>
<tr>
<th>Educational Attainment of Adult Population</th>
<th>90201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th Grade</td>
<td>40,553</td>
</tr>
<tr>
<td>Some High School, No Diploma</td>
<td>27,373</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>17,235</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>10,138</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>3,041</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>2,028</td>
</tr>
<tr>
<td>Graduate or Professional Degree</td>
<td>1,014</td>
</tr>
<tr>
<td>TOTAL</td>
<td>101,382</td>
</tr>
</tbody>
</table>

**Financial Data**

2 Data collected from following site: [http://www.sfrealtors.com/US/Neighborhood/CA/Los-Angeles-County/90201-Demographics.html](http://www.sfrealtors.com/US/Neighborhood/CA/Los-Angeles-County/90201-Demographics.html)

3 Data collected from following site: [http://zipskinny.com/?zip=90201](http://zipskinny.com/?zip=90201)
### Household Income

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

### Language Spoken at Home

<table>
<thead>
<tr>
<th>Language Spoken at Home</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak Only English at Home</td>
<td>9,124</td>
<td>9%</td>
</tr>
<tr>
<td>Speak Asian or Pacific Island Language at Home</td>
<td>1,014</td>
<td>1%</td>
</tr>
<tr>
<td>Speak European Language at Home</td>
<td>1,014</td>
<td>1%</td>
</tr>
<tr>
<td>Speak Spanish at Home</td>
<td>89,216</td>
<td>88%</td>
</tr>
<tr>
<td>Speak Other Language at Home</td>
<td>1,014</td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>101,382</td>
<td>100%</td>
</tr>
</tbody>
</table>

Clemente Charter School intends to serve elementary school age students in the Los Angeles Unified School District and will reflect the ethnic, cultural, and economic diversity of LAUSD.

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4 Data collected from following site: [http://www.movoto.com/neighborhood/ca/los-angeles/90044.htm](http://www.movoto.com/neighborhood/ca/los-angeles/90044.htm)
Clemente Charter School will serve students in the Bell neighborhood of Los Angeles and its surroundings. Specifically, the school will draw from zip code 90201, as well as other local communities. CCS will serve students in grades kindergarten through six, representing the demographics of Los Angeles Unified School District. CCS will serve students of diverse racial, social and economic backgrounds. The majority of students who reside in CCS’ zip codes surrounding 90201 qualify for free and reduced lunch. The student population will reflect the ethnic diversity of the student population of LAUSD, academic achievement, skills, and interests as well as ethnic and socioeconomic status. The overwhelming majority of students within LAUSD will come from underserved communities.

<table>
<thead>
<tr>
<th>School</th>
<th>Woodlawn Ave EL</th>
<th>Corona Ave EL</th>
<th>Nueva Vista EL</th>
<th>Martha Escutia Primary Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Span</td>
<td>K-6</td>
<td>K-5</td>
<td>K-5</td>
<td>PK-K</td>
</tr>
<tr>
<td>2013 Growth API Testing Enrollment</td>
<td>519</td>
<td>766</td>
<td>725</td>
<td>239</td>
</tr>
<tr>
<td>2013-14 PI Status</td>
<td>Yr 2</td>
<td>Yr 5</td>
<td>Yr 3</td>
<td>N/A</td>
</tr>
<tr>
<td>Met 2013 Sch-wide Growth Target</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N/A</td>
</tr>
<tr>
<td>Met 2013 Subgroup Growth Targets</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N/A</td>
</tr>
<tr>
<td>2013 Growth API</td>
<td>769</td>
<td>749</td>
<td>808</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 Base API</td>
<td>774</td>
<td>754</td>
<td>817</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 Base API State Rank</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 Base API Similar Schools Rank</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>N/A</td>
</tr>
<tr>
<td>% F/R Lunch</td>
<td>100%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>% Sp Ed</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>N/A</td>
</tr>
<tr>
<td>% GATE</td>
<td>3%</td>
<td>6%</td>
<td>5%</td>
<td>N/A</td>
</tr>
<tr>
<td>% EL</td>
<td>54%</td>
<td>39%</td>
<td>31%</td>
<td>54%</td>
</tr>
<tr>
<td>% RFEP</td>
<td>9%</td>
<td>21%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>% Hisp</td>
<td>98%</td>
<td>97%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>% White</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>% Af Amer</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
MISSION AND VISION

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

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

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

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

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

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

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

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

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

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

**Q:** Why do we need to go to school?
  **A:** Because we need to learn.

**Q:** Why do we need to learn?
  **A:** Because we need knowledge in order to work in the world.

**Q:** Why do we need to be able to work in the world?
  **A:** Because we live in a collaborative society and we need to have the skills to succeed.
Q: Why do we need these skills to succeed?
  A: Because collaboration is a 21st century skill we need to succeed at a job.
Q: Why do we need to succeed at a job?
  A: Because we need to work to earn money and support ourselves and be productive members of society.

As is evident from this process, the 5-whys enables students to identify deeper root causes, as opposed to surface level understanding. This tool is implemented in all classrooms.

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

**Monitors results to continuously improve systems**

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

Once students have provided three pieces of evidence demonstrating that they have mastered a standard, they will take a Standard Clearing Assessment (SCA). The SCAs are in-house assessments created by the Ingenium Schools staff based on the Measurement of Academic Performance and Progress (MAPP) and test released questions. The SCA is the final verification that a student has mastered the California Common Core State Standards. The SCAs will be based on the California Content Standards, which include the California Common Core Standards (CCSS). Students, teachers, parents, administrators, and the governing board have access to information on SCA passage rates. Students will also track their enthusiasm for learning, engagement in learning, and level of personal responsibility through surveys, self-reflection journals, and other instruments.

**Empowers learners to be global leaders**

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

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

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

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

**State Priority #1.** The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

<table>
<thead>
<tr>
<th><strong>Annual Goals to Achieve Priority #1</strong></th>
<th><strong>Actions to Achieve Annual Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For each year of the charter, Clemente Charter School will maintain 100% compliance with the credentialing and assignment requirements.</td>
<td>CCS will advertise teacher openings online through Edjoin and on CCSA’s placement service, as well as at local university training programs that specialize in producing NCLB-qualified teachers.</td>
</tr>
<tr>
<td>2. 100% of students will receive standards-based instructional materials.</td>
<td>During the hiring process, CCS will collect resumes, CBEST results, certified and sealed college transcripts, references, records of experience, credentials, licenses, and perform verifications of previous employment.</td>
</tr>
<tr>
<td>3. Clemente Charter School will ensure that its facility is maintained in good repair at all times.</td>
<td>CCS’s teacher application package will include an “NCLB Teacher Requirements: Certificate of Compliance” form that applicants must complete. In addition, the Office Manager will complete an “NCLB Teacher Requirements Form” and verify the critical elements in it (credential, degrees, and examination results).</td>
</tr>
</tbody>
</table>

In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SDAIE training and CLAD (or state recognized equivalency) credentials in order to effectively work with the high proportion of targeted students learning English.

Applicants will be scored on a variety of measures including demonstrated student achievement with CCS’s target student population. Bilingual teachers will qualify for additional points on the scoring rubric.

Top scorers will be asked to teach demonstration classes for observation by Development Team members; these observations will also be scored.

Top scoring candidates will be sent invitations to join the CCS faculty at the end of the process and, if they accept the invitation, will be sent an employment agreement to complete. Credentials will be checked at the Ingenium Schools’ home office annually to ensure appropriate assignment of teachers every year.

Through its membership in the Common Core Cohort, CCS will gain access to the Standard
Clearing Assessments that are being developed by the Lindsay Unified School District for the 2014 school year. Clemente Charter School will ensure that all relevant architecture, building, and safety codes are adhered to at all times.

**State Priority #2.** Implementation of the academic content and performance standards adopted by the state board, including how EL students will be enabled to gain academic content knowledge and English language proficiency

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #2</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
</tr>
</thead>
</table>
| 1100% of students will receive instruction in the academic content and performance standards adopted by the state board.  
2. 100% of English Learner students will receive instruction in ELD, including specific strategies, such as SDAIE.  
3. EL students will demonstrate the same rate of improvement in proficiency on the annual state assessments (or its equivalent) as the rest of the student population at CCS.  
4. 100% of teachers will be trained on Common Core Standards and implementation, including strategies to support EL students. | All instructional materials will align with academic content and performance standards adopted by the state board.  
All teachers will be trained in the use of instructional materials aligned to the academic content and performance standards adopted by the state board.  
Professional development will be run on strategies for ELD, including SDAIE strategies.  
Benchmark assessments will be disaggregated using a data analysis process to assess the efficacy of ELD program.  
State standardized test results will be disaggregated and analyzed to ensure that ELs are making adequate progress.  
Professional development will be run on the Common Core Standards.  
Teachers will collaborate in professional learning communities to develop action plans to support all students in mastering Common Core Standards, as monitored by school leadership. |

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

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

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

**ANNUAL GOALS TO ACHIEVE PRIORITY #4**

| CCS will achieve an API over 800 or equivalent API standard or target set by the state every year in the first five years of operation. Clemente Charter School will meet or exceed all state content and performance targets. To the extent that the targets set forth below do not meet state requirements, the state targets shall supersede the state standardized assessment goals identified here. At least 70% of numerically significant subgroups will achieve proficiency in ELA and 80% in math in year 1. At least 80% of students in numerically significant subgroups who have been at CCS for two years will achieve proficiency in ELA and 90% in math in year 2. At least 90% of students in numerically significant subgroups who have been at CCS at least two years will be proficient in ELA and 100% in math by year 3. 100% of numerically significant subgroups will be proficient in both math and ELA by year 4. Each class of students will improve their Math and |
| **ACTIONS TO ACHIEVE ANNUAL GOALS**

| The ILS program is particularly suited to struggling learners because it focuses on the learning styles and individual academic needs of each student. Below, additional supports are described: Benchmarks will be given quarterly and action plans will be collaboratively developed to support struggling learners. Intervention programs will be provided both in the classroom and before and after school. CCS will have a lead teacher who works as an ELD coordinator to support ELs through the monitoring of ELD portfolios, and the provision of training on ELD strategies and academic vocabulary to support ELs. In addition, this teacher will monitor ELD portfolios to ensure all ELs make adequate progress. |
ELA scores by an average of at least 15 percentiles per quarter as measured by internal assessments. 60% of students will achieve at the proficient level and above on the standardized state assessments the first year. An average of at least 75% of all students who have been enrolled at CCS for at least two full years will score at the proficient or advanced level on the state standardized assessments or its equivalent in Science (grade 5). Each class of students will improve their Science scores by an average of at least 15 percentiles per quarter as measured by internal assessments. Students enrolled at CCS for three consecutive years will re-designate from ELL status to English proficient status.

At least 65% of ELs will improve one level in proficiency on the CELDT each year.

The number of students re-designated as English proficient will increase by at least 2% each year, beginning at 25% year 1.

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

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

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #5</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>95% annual student attendance. Chronic absenteeism will be reduced by 5% of the total number of chronically absent students annually.</td>
<td>Clarify student attendance standards; Publicize the predictive and long-term consequences of chronic absenteeism; Monitor student attendance through a computerized attendance record-keeping system; Telephone parents/guardians of absent students; Incentivize perfect attendance school-wide; Facilitate parent carpool groups; <strong>Measure student engagement quarterly utilizing student engagement surveys and create strategic action plans to decrease chronic absenteeism.</strong></td>
</tr>
</tbody>
</table>

**State Priority #6.** School climate, as measured by all of the following, as applicable:

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

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #6</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension rates will be reduced by 10% annually from its initial rate as measured by the 2013-2014 school year.</td>
<td>Clarify expectations of behavior for students to all stakeholders</td>
</tr>
<tr>
<td>Expulsion rates will be reduced by 10% annually from its initial rate as measured by the 2013-2014 school year.</td>
<td>Clarify expectations with systems that support positive outcomes</td>
</tr>
<tr>
<td>CCS will receive a 100% safety and school connectedness rating as determined by the Charter School’s annual student survey.</td>
<td>Focused professional development on classroom systems to improve student behavior</td>
</tr>
<tr>
<td>CCS will receive a 100% safety and school connectedness rating as determined by parent survey;</td>
<td>Positive behavior support systems implemented school wide</td>
</tr>
<tr>
<td>CCS will receive a 100% safety and school connectedness rating as determined by teacher survey;</td>
<td>Implement systems for recess and lunch supervision</td>
</tr>
</tbody>
</table>

**State Priority #7.** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

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

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

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

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #7</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
</tr>
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<tbody>
<tr>
<td>100% of students will participate in the CCS physical fitness program.</td>
<td>The school schedule will reflect a commitment to providing a broad course of study for each student in light of the recommended instructional minutes.</td>
</tr>
<tr>
<td>100% of students will participate in a science program.</td>
<td>Teachers will be provided professional development in effective teaching of physical education, science, and technology.</td>
</tr>
<tr>
<td>100% of students will achieve proficiency in technology standards.</td>
<td>The daily schedule will incorporate all three of these classes to meet the recommended minutes as defined by the state of California.</td>
</tr>
</tbody>
</table>

**State Priority #8.** Pupil outcomes, if available, in the subject areas described above in #7, as applicable.
An average of at least 75% of all students who have been enrolled at CCS for at least two full years will score at the proficient or advanced level on the standardized state assessments in Science (grade 5). Each class of students will improve their Science scores by an average of at least 15 percentiles per quarter as measured by internal assessments. 80% of students continuously enrolled grade 5 will participate successfully in the Fitness Gram Test.

SSTs will be conducted quarterly to identify struggling learners. Benchmarks will be given quarterly and action plans will be collaboratively developed to support struggling learners. Intervention programs will be provided both in the classroom and before and after school.

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

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

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

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

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

CCS will use the Ingenium Schools Technology curriculum to ensure that students have the skills necessary to thrive in an increasingly technology-driven world.

The Technology curriculum will be revisited each summer in a collaborative roundtable session with stakeholders to update the curriculum to reflect changing demands.

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

**How Learning Best Occurs**

Clemente Charter School’s educational philosophy focuses on creating an RSM-based learning environment. The RSM approach emphasizes student accountability through the use of quality system tools that build critical thinking and information disaggregation skills.

Expectations for student mastery of the California Content Standards, including the California Common core State Standards (CCSS) are clearly defined and transparent. In a traditional system, students are often confused as to their level of achievement and the steps necessary to reach the next grade level. At Clemente Charter School, students set academic goals based on the California Content Standards, which include the California Common Core State Standards (CCSS), determine action steps, and regularly evaluate progress to determine opportunities for course adjustments. This includes the California Content standards for History/Social Studies, Science (including the Next Generation Science Standards), Physical Education, and the Visual and Performing Arts Standards. Students will be explicitly taught SMART (Specific-Measurable-Attainable-Relevant-Time Bound) goal setting, and will see the academic benefits of achieving their goals. This process will teach students how to critically analyze the goal setting process, as well as the results. Students will be taught to analyze the root causes of not meeting a goal with the ultimate purpose of making adjustments in the continuous improvement cycle.

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

Students will be leveled into classes based on their performance on an assessment given during the first two weeks of the school year, using Curriculum Associates. The first benchmark assessment will occur during the first week of school. The data collected will be used to group students performing at similar academic levels. To discern similarities, data from these assessments will be disaggregated by strands within the California Content Standards, which include the Common Core State Standards CCSS.

Grouping is flexible, as students move through levels in English language arts or math throughout the year. In a competency based model, such as the one at Clemente Charter School, students are leveled by standards mastery, rather than by ability. For instance, if a sixth grader starting at CCS, based on the initial benchmark assessment, might be at level 5 in English language arts at the beginning of the year because he or she has not mastered about a third of the California Common Core State Standards based on our first benchmark assessment, he or she will focus on mastering those particular standards within his or her self-contained sixth grade class. When he or she masters the remaining standards for the level, he or she will be re-leveled to level six in English language arts. All students have goal folders in which the standards at their level are placed and students track their mastery of each standard in these folders. While whole class direct instruction will be conducted in level six, during small group differentiated instruction and independent work time, students focus on demonstrating mastery of the level five standards he or she has not yet mastered. In this way, instruction is individualized for each student, ensuring that his or her needs are met.

Students may, over the course of the academic year, move through as many levels in English language arts and math as they are motivated to clear. For instance, students who demonstrate mastery of all math standards early in the year may progress to the next level standards within their self-contained classroom.
To accommodate for this, teachers will use differentiated instruction to address individual student needs and the various student levels in the classroom. To clear an academic level, students must demonstrate mastery of the correlating the Common Core Standards through successful completion of the relevant Standards Clearing Assessment.

Standard Clearing Assessments have been internally developed at Ingenium Schools and are based on the CCSS. There is a task force assigned to creating questions for our SCAs that will correlate to the questions created by the Smarter Balance Assessment Consortium. This will be completed by July 2013 by a task force of teachers. Though the SCAs have currently been created, over the summer of 2013, this task force will focus on revision based on feedback from our initial implementation year. The Assessment Coordinator, who is a full time employee, will administer the SCAs and collect data on passage rates. This information can then be used by students and teachers to inform both development and revision of action plans.

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

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

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Average Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying similarities and differences</td>
<td>1.61</td>
</tr>
<tr>
<td>Summarizing and note taking</td>
<td>1.00</td>
</tr>
<tr>
<td>Reinforcing effort and providing recognition</td>
<td>0.80</td>
</tr>
<tr>
<td>Homework and practice</td>
<td>0.77</td>
</tr>
<tr>
<td>Nonlinguistic representations</td>
<td>0.75</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>0.73</td>
</tr>
<tr>
<td>Setting objectives and providing feedback</td>
<td>0.61</td>
</tr>
<tr>
<td>Generating and testing hypotheses</td>
<td>0.61</td>
</tr>
<tr>
<td>Questions, cues, and advance organizers</td>
<td>0.59</td>
</tr>
</tbody>
</table>
# Marzano’s (Nine) High-Yield Instructional Strategies

**By Robert J. Marzano**

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

<table>
<thead>
<tr>
<th>High Yield Instructional Strategies</th>
<th>What the Research Says:</th>
<th>How it looks in the Classroom:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying similarities and differences</strong></td>
<td>Students should compare, classify, and create metaphors, analogies, linguistic or graphic representations</td>
<td>Thinking Maps, T-charts, Venn Diagrams, classifying, analogies, cause and effect links, compare and contrast organizers QAR (Question and Answer Relationship), sketch to, Stretch, affinity diagrams, Frayer model (see below)</td>
</tr>
<tr>
<td>(Yields a 45 percentile gain)</td>
<td></td>
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<tr>
<td><strong>Summarizing and note taking</strong></td>
<td>Students should learn to eliminate unnecessary information, substitute some information, keep information, write/rewrite, and analyze information. Students should be encouraged to put information in own words.</td>
<td>Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.</td>
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<tr>
<td>(Yields a 24 percentile gain)</td>
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<tr>
<td><strong>Reinforcing efforts and providing recognition</strong></td>
<td>Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.</td>
<td>Hold high expectations, display finished products, praise students’ effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives, Spelling Bee, Constitution Day, School Newspaper, etc.</td>
</tr>
<tr>
<td>(Yields a 29 percentile gain)</td>
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<tr>
<td><strong>Homework and practice</strong></td>
<td>Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.</td>
<td>Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for Homework distribution; SLCs; teacher email</td>
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<tr>
<td>(Yields a 28 percentile gain)</td>
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<td></td>
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<tr>
<td><strong>Nonlinguistic representations</strong></td>
<td>Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.</td>
<td>Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.</td>
</tr>
<tr>
<td>(Yields a 27 percentile gain)</td>
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<td></td>
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</table>
| **Cooperative learning**  
(Yields a 23 percentile gain) | Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups. | Integrate content and language through group engagement, reader’s theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams. Students tackle TAKS word problems in groups and explain their answers, etc. |
|---|---|---|
| **Setting objective and providing Feedback**  
(Yields a 23 percentile gain) | Teacher should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion. | Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson. |

CCS staff will be trained on all of these instructional strategies during summer orientation workshops led by both outside consultants as well as in house specialists. In addition, additional weekly professional development will be devoted to strategies for implementation in the classroom. Post professional development teacher observations will assist in identifying areas in which teachers need additional training.
In their book *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, Marzano, et al reference the three elements of effective pedagogy diagramed below:

**Three Elements of Effective Pedagogy**

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

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

CCS’s curriculum is based on the Common Core State Standards (CCSS). All curriculum and student work is standards-based. Ingenium Schools has already begun training on the Common Core State Standards (CCSS) for all teachers, some of whom have requested to be lead teachers at Clemente Charter School, and has held workshops on the transitions for staff, students, and parents. Furthermore, school leadership intends to leverage the talent and experience of current Ingenium Schools’ teachers to help train the Clemente Charter School teachers in both the ILS and the implementation of the Common Core State Standards. Over the summer, representative teachers from all Ingenium Schools will develop progression of learning and pacing charts to guide instructional planning, and will attend workshops on the Common Core State Standards.

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

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

<table>
<thead>
<tr>
<th>Baldrige Core Values and Concepts⁵</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISIONARY LEADERSHIP</td>
<td>CCS will:</td>
</tr>
<tr>
<td>Visionary Leadership occurs when there is a shared vision and visible commitment of all stakeholders to the principles and practices</td>
<td>• Involve all stakeholders in creating the vision, mission and goals for the school. While the charter provides the school’s overall vision, mission,</td>
</tr>
</tbody>
</table>

⁵The definitions and examples represented in this table are cited from Montgomery County Public Schools, which earned the Baldrige Award in 2010. See [http://www.montgomeryschoolsmd.org/info/baldrige/](http://www.montgomeryschoolsmd.org/info/baldrige/).
of continuous improvement and performance excellence.

and goals, the school will continue to develop its understanding and implementation based on stakeholder input. This enables the schools to meet the unique and changing needs of its stakeholders and community.

- Take responsibility for the vision, mission, values, goals, and performance of the school.

LEARNING-CENTERED EDUCATION

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

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

ORGANIZATIONAL AND PERSONAL LEARNING

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

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

VALUING WORKFORCE MEMBERS AND PARTNERS

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

- Provide for staff and stakeholder participation in developing processes and programs.
- Create an environment for collaboration and creativity.
- Provide recognition for staff.
- Recognize the contributions of the diverse cultures of the school community.
- Encourage partnerships within the school (professional learning communities, vertical articulation).
AGILITY
Agility occurs when there is the desire and the ability for faster and more flexible response to student and stakeholder needs.

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

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

MANAGEMENT BY FACT
Management by Fact occurs when data is used to drive decisions, inform instruction, or to evaluate key processes and results.

- Encourage partnerships outside the school (other schools, social service organizations, businesses, etc.). CCS will be responsible for DOJ clearance, TB, etc.
- Regularly analyze classroom and/or individual student data early to facilitate adjustments in a timely fashion
- Use the PDCA cycle and quality tools to continuously examine and refine organizational practices

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

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

- Analyze multiple sources of data in evaluating student achievement, such as Curriculum Associates benchmark assessments, Pearson Assessments, SCAs, etc.; staff, student and stakeholder satisfaction/dissatisfaction; staff education and training; the
SOCIETAL RESPONSIBILITY

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

Clemente Charter School will prepare quarterly for the California Performance Award and Malcolm Baldrige Award for Performance Excellence applications to evaluate progress towards its goal of becoming a world-class Baldrige-based educational institution.

A Day in the Life of a Student

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

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

At 8:00, when the school bell rings, I’m sitting quietly in my seat reading Island of the Blue Dolphins. I have my pencil, homework, and student goal folder on my desk. My first class is English Language Arts.

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

We agreed to an action plan to get everyone to be in their seats on time and ready to go. The plan requires that Janice record the number of students each day that are ready to go when the bell rings. When we all are ready every day for one week, the whole class will get the prize that the class agreed to – a warm fuzzy party. We turned in our plan to the Principal, Ms. B, and explained to her that we are working to improve our attendance and level or preparedness when we arrive at school. Ms. Bakeer had leadership system; and key processes

- Analyze data quarterly to make decisions and to determine needs, areas for improvement, cause and effect, etc., disaggregating data, as required, to examine specific student groups
- Model ethical behavior and plan for the protection of health, safety, and the environment of the school
- Go beyond mere compliance in meeting local, state, and federal laws and regulations
- Participate as a contributing member of the community through projects (e.g., Heal the Bay, American Cancer Society Walkathon, etc.)
been checking our attendance data and noticed that our class was struggling to arrive on time. She asked us to keep her informed of our progress.

We have our student goal folders out because it’s Monday – the day when we get the results back from our Friday assessments. Ms. Jarndyce, my English Language Arts teacher, has a big smile on her face, so I know we did well. Janice posts the class results on the wall.

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

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

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

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

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

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

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

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

The following elements will be common to all Ingenium Schools’ and will be implemented at Clemente Charter School classrooms:

- Data Center
- Student Goal Folders
- Scoring Guides and Capacity Matrixes (see below:
- Use of quality tools and the Plan, Do, Check, Adjust (PDCA) cycle.

Classroom Data Centers

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

Data centers become a reference for teachers and for all students to organize and maintain a results-based focus. All data centers will be implemented in a manner consistent with the requirements of FERPA/confidentiality.

A classroom in which each student understands the expectations based on explicit, measurable goals/objectives with data charts and quality tools to keep the class on track is critical to attaining results.

The classroom data center will evolve as the teacher and all students:

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

**Curriculum and Instructional Design**

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

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

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

**Baldrige Core Values and Concepts**

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

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

According to 2012 CST results, as reported on the CDE Dataquest website, results, only 40.5% of students at Corona Avenue Charter School, one school in the area we seek to serve, scored at or above proficient in Language Arts. Only 17% percent of English Learners scored at or above proficient in English language arts.

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

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

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

• Dr. Deming, in his book *Out of the Crisis* (1982), upon whose theories the RSM framework for excellence is modeled, stated that 95% or more of all problems within any organization are due to faulty systems and processes, not faulty individuals. The Baldrige approach reinforces this focus on improving systems and processes and not blaming students for these failures.

• RSM is a leadership model that provides guidance on how to manage a system to empower stakeholders. In this way, students, families, community members, political leaders, and other individuals feel connected to and a part of a collaborative effort to achieve outstanding results.

• Teachers and all students become co-directors in the creation of a classroom culture defined by success. The class collaboratively writes a shared vision statement, which guides classroom decision making. Quality system tools provide a mechanism by which students may continually comment on the direction of the instructional program.
Classroom strategic planning preserves instructional time by reducing disruptions that result when a traditional top-down boss-management approach is used by teachers. In a Baldrige classroom everyone is considered important to the success of the group.

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

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

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

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

- Fostering a collaborative approach at the school level allows all students to participate as members of teams empowered to solve system issues.
- Building partnerships between students and other stakeholders to analyze data, determine root causes, and establish action plans to solve a variety of challenges within the school.
- Connecting everyone in the school and all outside stakeholders—making the culture of synergy and caring evident.

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

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

- The California Content Standards and the Common Core State Standards will form the basis of student generated action plans. Students will monitor their progress toward mastery of all of their grade level standards and make adjustments as necessary.
- The Student Goal Folder will contain each student’s individualized learning plan (ILP). The ILP will contain student PDCA sheets, progress tracking documents, and evidence that students have attained their goals.
- Comparative data will be posted in the classrooms. We will use a discreet numbering system to ensure that FERPA laws will not be violated. Data will be analyzed in each content area to monitor progress at the individual, class, and school-wide levels.
- Overall data trends will be evaluated at every level and discussions will take place on a weekly basis regarding curricular adjustments and interventions to be utilized for struggling students as well as enrichment recommendations for high achieving students.
- Prior to the start of the school year and during professional development time over the course of the summer, teachers in all content areas will unpack the California Content Standards and the Common Core State Standards and create progression of learning and pacing charts.
• Progress reports will reflect standards-based grading. Grades will be based on student progress toward mastering the California Content Standards and the Common Core State Standards for their grade level. All assignments, assessments, and projects will be standards-based and all students will continue to focus on their goals for mastering the standards throughout the school year.

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

Curriculum

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

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

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

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

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

The overarching philosophy of CCS is a focus on developing the “whole child” through the integration of visual and performing arts into other content areas. This philosophy works in conjunction with the idea that it is part of a school’s mission to assist students in identifying their passions and talents. In addition, through these endeavors, children build creative capacity and problem-solving skills.

The Clemente Charter School curriculum will be guided by the California content standards and the Common Core State Standards specifying what all students must master each academic year.

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

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

As mentioned earlier, the school has specific standards-based curriculum for each grade level. The curriculum outcome standard of the school is that all students function at or above grade level as set by state standards in areas of reading, language arts, mathematics, science and social studies.

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

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

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

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

Core Academic Course Descriptions

Math

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

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

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

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

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

Reading and Language Arts

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

Science

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

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

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

• Children’s competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

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

(1) Knowledge and Cultural Understanding;

(2) Democratic Understanding and Civic Values and

(3) Skills Attainment and Social Participation.

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

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

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

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

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

Visual and Performing Arts

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

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

• Communicate proficiently in at least one art form.

• Present basic analyses of works of art.

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

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

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

CLEMENTE CHARTER School Text List

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

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

Family and Community Participation

Collaboration is an integral component of an ILS school. The school year begins with the creation of a shared vision. Every stakeholder has an opportunity to provide input into this collaboratively-constructed statement of the school’s planned destiny. The vision statement will be revisited at multiple points over the course of the academic year to check in on the school’s progress or amend the shared vision if needed. While the charter provides the school’s overall vision, mission, and goals, the school will continue to develop its understanding and implementation based on stakeholder input. This enables the schools to meet the unique and changing needs of its stakeholders and community.
Each day, families and community members, with approved TB clearance, will take an active role at the school, from acting as volunteers to helping to shape school processes and programs. Within the context of the RSM, all stakeholders will be leaders and driving forces of school effectiveness.

Community bridge events, family bulletins, a suggestion box located in the main office, a school blog, and a regularly updated website will ensure that stakeholders are informed of important happenings at the school. An evolving, posted list of volunteer opportunities gives stakeholders choices in how to best become active members of the school community.

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

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

Implementation Plan and Timeline for Instructional Program (2014-2017)


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

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


June 2014 – August 2014: Provide optional student/parent RSM/ILS “boot camps,” to introduce stakeholders to some of the ILS tools utilized in Clemente Charter School classrooms, final scheduling, teacher RSM/ILS training and classroom preparation. Entry of student and family data into PowerSchool and Educate student information systems.

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

March 2015 – June 2015: Planning for next school year and implementation of new classes, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, begin work on submission of Initial Visit materials for WASC, formation of WASC team and creation of documents for WASC, selection and ordering of curriculum and
other instructional materials for next school year, and lottery if necessary and final acceptance letters for all new students.

**June 2015 – August 2015:** Professional development, focus on RSM/ILS training for new hires, creation of a peer support plan for new teachers, review of end-of-year data as results come in from the state and data analysis and evaluation/comparative studies such as standardized test results vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal-setting for school year 2014-2015, optional student/parent boot camp Standards/scoring guides/capacity matrixes in Educate SIS revised.

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

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

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

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

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

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

**Teacher Recruitment**

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

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

Applicants will be scored on a variety of measures including demonstrated student achievement with CCS’s target student population. Bilingual teachers will qualify for additional points on the scoring rubric. Qualifying candidates scoring above a set score will be invited for interviews with the Development Team, where further scoring will be completed. Candidates must express unconditional support and commitment to CCS’s mission and RSM program in the interviews. Top scorers will be asked to teach demonstration classes for observation by Development Team members; these observations will also be scored. Top scoring candidates will be sent invitations to join the CCS faculty at the end of the process and, if they accept the invitation, will be sent an employment agreement to complete. All potential teachers will be screened to ensure compliance with Ed Code §§ 47605(b)(5)(F) and 44237 at the Ingenium Schools’ central office.

**Professional Development**

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

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

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

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

A two-week program/staff development session in June will provide staff with the opportunity to plan a course of study that reflects the California Content Standards and the Common Core State Standards and integrates high expectations for student learning. Session topics will include the Baldrige Award in
education, the Reinventing Schools Model, the Ingenium Learning System, using data to make instructional decisions, quality tools in the classroom, and utilizing technology in the classroom.

Every Wednesday the school will employ a shortened schedule. The instructional day will end after the lunch hour, leaving several hours for professional development in the afternoon. The school’s hours of operation will be from 7:30 to 4:00.

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

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

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

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

Professional development topics will also include:

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

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

Bell Schedule

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

BELL SCHEDULE

<table>
<thead>
<tr>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>8:00 – 9:30 classes</td>
<td>8:00 – 9:40 classes</td>
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<tr>
<td>9:30 – 9:45 Recess*</td>
<td>9:40 – 10:00 Recess*</td>
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<tr>
<td>9:45 – 12:20 classes</td>
<td>10:00 – 12:10 classes</td>
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<tr>
<td>12:20 – 1:00 Lunch*</td>
<td>12:10 – 12:30 Lunch*</td>
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<td>1:00 – 2:30 classes</td>
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*Start and end times vary by grade level; recesses are 15 minutes and lunches 40 minutes

Instructional time is as follows:
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<th>Regular Schedule</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>Total Instructional Time</td>
<td>330 minutes/day</td>
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Typical Kindergarten Day:
8:00-8:15 Community Reading
8:15-8:20 Morning Business (Flag Salute, Attendance)
8:20-8:40 Calendar/Phonemic Awareness Activities
8:40-9:30 Reading/
9:30-9:50: Recess
9:50- 10:30 Writing Activity/ELD
10:30-11:30 Math
11:30-12:20: Social Studies
12:20- 1:00 Lunch
1:00- 1:40 Physical Education/Visual & Performing Arts
1:40-2:30 Science Lab/Technology

Typical 1st Grade Day:
8:00- 8:15 Opening (Attendance, Community Reading)
8:15-8:25 Calendar/Phonemic Awareness Activities
8:30-9:00 Language Arts (Dictation, Word Wall, Vocabulary)
9:00-9:30 Reading Comprehension and Writing Skills
9:30- 9:50: Recess
9:50- 10:30: Reading Comprehension and Writing Skills
10:30-11:30 Math
10:30- 12:20: Social Studies/ELD
12:20- 1:00 Lunch
1:00- 1:40: Science Lab/Technology
1:40- 2:30: Physical Education/Visual & Performing Arts

Typical 2nd- 6th Grade Day:
8:00- 8:15: Opening (Attendance, Community Reading)
8:15-8:25 Mental Math Activities
8:30-9:00 Language Arts (Blending, Dictation, Word Wall, Vocabulary)
9:00-9:30 Reading Comprehension, Skills, Fluency
9:30- 9:50 Recess
9:50- 10:30: Reading Comprehension, Skills, Fluency
10:30-11:20 Writer’s Workshop/ELD
11:20-12:20 Math
12:20- 1:00 Lunch
1:00-2:00 Social Studies/Physical Education/ Visual & Performing Arts
2:00-2:30 Science Lab/ Technology
### AUGUST-AUGUSTO 2014

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- **13-14** Full Staff PD Day / Días de Preparación
- **13** First Day of School / Primer día de clases
- **26** Unassigned Day / Días sin asignar

*12 school days

### FEBRUARY-FEBRERO 2015

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- **13** Black History Month Celebration / Celebración de la Historia de los Negros
- **16** Presidents’ Day / Día de los Presidentes

*19 school days
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<tr>
<th>SEPTEMBER-SEPTIEMBRE 2014</th>
<th>MARCH-MARZO 2015</th>
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<tbody>
<tr>
<td><strong>1</strong> Labor Day / Día de Trabajador</td>
<td><strong>13</strong> End of Quarter 3 / Final Termo Academico 3</td>
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<td><strong>2</strong></td>
<td><strong>2</strong> Full Staff PD Day / Día de Preparacion</td>
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<td><strong>3</strong> Unassigned Day / Días sin asignar</td>
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<td><strong>10</strong> Back to School Night / Noche de Regreso a Escuela</td>
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*21 school days

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<tr>
<th>OCTOBER-OCTUBRE 2014</th>
<th>APRIL-ABRIL 2015</th>
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<tr>
<td><strong>10-14</strong> Fall Break / Vacaciones de Primavera</td>
<td><strong>13-17</strong> Spring Break / Vacaciones de Primavera</td>
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<tr>
<td><strong>17</strong> End of Quarter 1 / Final Termo Academico</td>
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<tr>
<td><strong>24</strong> Hispanic Heritage Month Celebration / Celebracion de Historia de Hispanica</td>
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*19 school days

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<th>NOVEMBER-Noviembre 2014</th>
<th>MAY-MAYO 2015</th>
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<tbody>
<tr>
<td><strong>11</strong> Veterans Day / Día de los Veteranos</td>
<td><strong>4-15</strong> CST State Testing CA State Testing / Examen Estatales</td>
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<td><strong>19-21</strong> Parent Conferences / Conferencias con Padres</td>
<td><strong>22</strong> Unassigned Day / Días sin asignar</td>
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<td><strong>24-28</strong> Thanksgiving Break / Acción de Gracias</td>
<td><strong>25</strong> Memorial Day / Día de Conmemoración de los Caídos</td>
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<td><strong>29</strong> End of Quarter 4 / Final Termo Academico 4</td>
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*14 school days

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<th>DECEMBER-DICIEMBRE 2014</th>
<th>JUNE-JUNIO 2015</th>
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<tbody>
<tr>
<td><strong>19</strong> End of Quarter 2 / Final Termo Academico 2</td>
<td><strong>8</strong> Last Day of School / Último día de clases</td>
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<tr>
<td><strong>19</strong> Winter Celebration / Celebracion de Invierno</td>
<td><strong>19</strong> Winter Break / Vacaciones de Invierno</td>
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*15 school days

*4 school days

*19 school days
Clemente Charter School attendance accounting system will meet the requirements of Los Angeles Unified School District and CDE. Clemente School will comply with Education Code §47612.5 in regard to the required number of minutes of instruction. Students must meet the state requirement for attendance. Alternative interventions will be considered for truancy; for example: having a parent conference, detention, or restriction from participating in school activities such as sports, field trips, etc.

Identification of who will be Accountable for Student Progress
Ultimately, all students will be responsible for their own progress—their acceptance of responsibility is Clemente School’s central core value. In addition, teachers will be responsible for student progress as measured by multiple assessment results. Student performance will be measured on state standardized assessment or equivalent, Standard Clearing Assessments, quarterly benchmarks, and projects. Student progress will be a significant feature of teacher evaluation.

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

The school intends to rely heavily on value-added measurements of teacher and administrator performance. Value-added measurements target the improvement students demonstrate during the period they are in contact with the teacher and school.

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

Accreditation

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

Upon receipt of the forms and approval to proceed, WASC will arrange for a two-member visit to the school. In addition to the documentation provided with the application, CCS will make available other supporting documentation during this initial visit. Following the visit, the visiting committee will submit a report containing recommendations regarding the school’s ongoing improvement to the WASC Accrediting Commission for Schools for action.
If the Commission’s action is favorable, the school will be granted either interim accreditation or candidacy for a term not to exceed three years. CCS’s goal is to achieve interim accreditation at this stage.

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

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

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

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

Clemente Charter School will ensure equal access to grade level standards-based instruction for academically low achieving students in the following ways:

- The focus will be on the improvement of instructional, assessment, and communication processes and not on “fixing” students.
- In an RSM school, all stakeholders take part in frequent data analysis to ensure system improvement and efficacy.
- After enrollment, all students will be assessed in ELA and in Math using the Pearson and Curriculum Associates Assessments. Students academically at risk of retention will be provided with targeted, structured, and systemic intervention to address areas of weakness.
- Teachers will be facilitators of learning. In an ILS classroom teachers regularly seek and analyze student feedback.
- Regular and frequent in-process (formative) assessments will be given. Students will record their results, set goals for improvement, and prepare action plans for meeting their goals. Classes as an aggregate will track their learning progress on charts posted on bulletin boards, set class goals, and create class action plans.

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

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

Informal feedback will be collected systemically through the use of quality tools, student engagement surveys, and learning inventories. These tools empower all students to become partners in their educational experience.
An assessments coordinator will be responsible for reviewing whether content standards benchmarks are being met and a team of diverse stakeholders will be assembled to check in on progress quarterly. Celebrations are embedded in the RSM-based classroom as all students achieve their individual and whole class interim and cumulative goals and targets.

**Academic Support for Low Achieving Students**

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

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

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

**PLAN FOR STUDENTS WHO ARE SOCIOECONOMICALLY DISADVANTAGED**

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

It is expected that the majority of the students at Clemente Charter School will have low socio-economic backgrounds; 91% of students from a school in the target area qualified for free or reduced meals in the 2012 - 2013 school year.\(^7\)

Several successful Baldrige-based school districts have similar proportions of low socio-economic status students. For example, 50% of the working age population in Chugach School District was unemployed and \(\frac{3}{4}\) of the population was below the poverty line when the district won the Baldrige Award in 2001.

The Institute for Student Achievement studied the challenge of meeting the needs of low-achieving students and concluded that the following strategies “can turn low achievement into academic success”

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\(^7\) Data collected from the following site: [http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cType=ALL&cGender=B&cYear=2012-13&Level=School&cSelect=CORONA+AVENUE+ELEMEN~LOS+ANGELES+UNI~1964733-6016620&cChoice=SchEnrEth](http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cType=ALL&cGender=B&cYear=2012-13&Level=School&cSelect=CORONA+AVENUE+ELEMEN~LOS+ANGELES+UNI~1964733-6016620&cChoice=SchEnrEth)
for these students. The recommended strategies are “academic rigor, support for students, personalization, continuous improvement and a professional learning community for teachers.” (“Reclaiming Children Left Behind” by N. Gerry House, The School Administrator, January, 2005).

Clemente Charter School employs each of these strategies.

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

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

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

Support for Students

CCS provides multiple support systems for students, including:

- Big Up Kidz! after school program, a no-cost after school program. The purpose of Big Up Kidz! after school program is to provide a safe place for CCS students during the critical hours between school dismissal and parent’s arrival home from work, to increase students’ overall success in school by being aligned with the daily classroom curriculum, to build healthy relationships between students and mentors/adults, and to help students build self-confidence and a positive self-image. The features of Big Up Kidz! program are an hour of tutoring, academic enrichment, physical education and a healthy snack.

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

Personalization

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

Continuous Improvement

The PDCA process is built into the core of the Reinventing Schools Model and is a classic continual improvement system.
PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

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

To identify GATE students, CCS will accept a designation by the District or another school district. In addition, CCS will assess referred students after they enroll. Students may be referred for GATE testing by a parent, teacher, or administrator. Parent approval for testing will be secured prior to test administration. District criteria will be used to determine if a student qualifies as GATE.

Once identified, GATE students receive differentiated learning experiences that allow them to pursue more rigorous or sophisticated learning outcomes. Low achieving GATE students will also receive differentiated instruction to identify various ways to motivate them to their potential. This differentiation will not only be more rigorous or sophisticated learning outcome focused, but also differentiated through learning style and student interest. The Ingenium Learning System is particularly well-suited to GATE students as the ILS allows for students to individualize their goals and move at an accelerated pace while choosing channels through which to demonstrate mastery (e.g., writing a formula to solve math problems, creating a Power Point to demonstrate learning, etc.).

George Betts developed the Autonomous Learner Model to help gifted students develop the skills of independent learning. This will be done during small group lessons within each self-contained classroom. The model has five stages or dimensions:

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

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

ENGLISH LEARNERS

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

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

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

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

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

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

CCS will implement its own master plan for English Learners.

**CELDT Testing**

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

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

**Reclassification Procedures**

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

- The student has an annual CELDT overall performance of level 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- The student has demonstrated basic grade-level skills on the CST by achieving scores in the Basic, Proficient, or Advanced performance band on the ELA section of the test; or on equivalent state mandated standardized assessment.
- Teacher evaluation including, but not limited to, a review of the student’s curriculum mastery.
- The parent is part of the decision making process and will be consulted regarding the student’s eligibility to reclassify. The Notification of Classification letter must be printed and provided to the parent immediately.

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

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

ELD instruction will take place during a documented period every day and will utilize a state-approved curriculum.

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

CCS will provide staff development provided by our ELD specialist, to all teachers in the specialized needs of English Language Learners and strategies that will support them. Our ELD specialist will be CLAD certified, experienced teacher with full understanding of Specially Designed Academic Instruction in English (SDAIE). For students with ELD levels 1 and 2, the teachers will be trained on the implementation of the curriculum *Discussions for Learning*, which is a research-based approach to ELD. This curriculum will be implemented in all classrooms containing students who are English Learners. Teachers authorized to teach English Language Learners will continue to receive training and support in the effective implementation of techniques such as SDAIE by our ELD specialist as well as by attending outside conferences with an emphasis on English Language Learners through CSUN and UCLA. Teachers will also observe model lessons and receive feedback on their implementation of new techniques by CCS’ ELD specialist.

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

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

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

**Monitoring and Evaluation of Program Effectiveness**

CCS will:

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

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

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

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

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

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

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.

Student outcomes are the skills and processes mastered and the concepts learned from the content of the school curriculum.

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing CCS’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

The school shall meet its annual API growth target, or equivalent as set by the state, both school-wide and in reportable subgroups. The school shall meet Annual Yearly Progress benchmarks.

<table>
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<tr>
<th>CCS Outcomes to Achieve State Priorities</th>
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<tbody>
<tr>
<td><strong>State Priority #1.</strong> 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))</td>
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<tr>
<td><strong>Annual Goals to Achieve Priority #1</strong></td>
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<tr>
<td>1. For each year of the charter, Clemente Charter School will maintain 100%</td>
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</table>
compliance with the credentialing and assignment requirements.

2. 100% of students will receive standards-based instructional materials.

3. Clemente Charter School will ensure that its facility is maintained in good repair at all times.

placement service, as well as at local university training programs that specialize in producing NCLB-qualified teachers.

During the hiring process, CCS will collect resumes, CBEST results, certified and sealed college transcripts, references, records of experience, credentials, licenses, and perform verifications of previous employment.

CCS’s teacher application package will include an “NCLB Teacher Requirements: Certificate of Compliance” form that applicants must complete. In addition, the Office Manager will complete an “NCLB Teacher Requirements Form” and verify the critical elements in it (credential, degrees, and examination results).

In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SDAIE training and CLAD (or state recognized equivalency) credentials in order to effectively work with the high proportion of targeted students learning English.

Applicants will be scored on a variety of measures including demonstrated student achievement with CCS’s target student population. Bilingual teachers will qualify for additional points on the scoring rubric.

Top scorers will be asked to teach demonstration classes for observation by Development Team members; these observations will also be scored.

assignment requirements as measured by Internal Monitoring;

100% of students will receive standards-based instructional materials as measured by internal monitoring

CCS will ensure that its facility is maintained in good repair at all times as measured by its adherence to all building, architecture, and safety codes as measured by internal monitoring.
Top scoring candidates will be sent invitations to join the CCS faculty at the end of the process and, if they accept the invitation, will be sent an employment agreement to complete. Credentials will be checked at the Ingenium Schools’ home office annually to ensure appropriate assignment of teachers every year.

Through its membership in the Common Core Cohort, CCS will gain access to the Standard Clearing Assessments that are being developed by the Lindsay Unified School District for the 2014 school year.

Clemente Charter School will ensure that all relevant architecture, building, and safety codes are adhered to at all times.

**State Priority #2.** Implementation of the academic content and performance standards adopted by the state board, including how EL students will be enabled to gain academic content knowledge and English language proficiency

<table>
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<tr>
<th><strong>Annual Goals to Achieve Priority #2</strong></th>
<th><strong>Actions to Achieve Annual Goals</strong></th>
<th><strong>Measurable Outcomes and Methods of Measurement</strong></th>
</tr>
</thead>
</table>
| 1. 100% of students will receive instruction in the academic content and performance standards adopted by the state board.  
2. 100% of English Learner students will receive instruction in ELD, including specific strategies, such as SDAIE.  
3. EL students will demonstrate the same rate of improvement in proficiency on the annual state assessments (or its equivalent) as the rest of the | All instructional materials will align with academic content and performance standards adopted by the state board.  
All teachers will be trained in the use of instructional materials aligned to the academic content and performance standards adopted by the state board.  
Professional development will be run on strategies for ELD, including SDAIE strategies.  
Benchmark assessments will be disaggregated using a data analysis process to assess the | 100% of students will receive instruction in the academic content and performance standards adopted by the state board as measured by state standardized assessments, formative assessments, and summative assessments.  
100% of students will receive instruction in ELD as measured by internal monitoring. |
Student population at CCS. 4.
100% of teachers will be trained on Common Core Standards and implementation, including strategies to support EL students.

Efficacy of ELD program. State standardized test results will be disaggregated and analyzed to ensure that ELs are making adequate progress. Professional development will be run on the Common Core Standards. Teachers will collaborate in professional learning communities to develop action plans to support all students in mastering Common Core Standards, as monitored by school leadership.

EL students will demonstrate the same rate of improvement in proficiency on the annual state assessments (or its equivalent) as the rest of the student population at CCS. 4 as measured by annual state assessments. 100% of teachers will be trained on Common Core Standards and implementation, including strategies to support EL students as measured by attendance at PD and other internal systems.

**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

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<tr>
<th>Annual Goals to Achieve Priority #3</th>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
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<tbody>
<tr>
<td>1. 100% of parents will complete CCS’ annual satisfaction survey. 2. 100% of parents will participate in the shared vision process.</td>
<td>Parents will form a unified Parent/Teacher Organization which accommodates and encourages collaboration between English and Spanish speaking parents. Parent volunteer opportunities will be posted in easily accessible, highly visible places, both online and in the school office. Parent feedback will be encouraged through an open-door policy, a visible suggestion box, and a parking lot in the office. CCS will send out SchoolReach telephone calls to inform parents of important school events and volunteer opportunities. CCS will regularly update its website.</td>
<td>100% of parents will complete CCS’ annual satisfaction survey as measured by quarterly parent surveys. 100% of parents will participate in the shared vision process as measured by tracked participation rates.</td>
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</table>
CCS will hold semiannual roundtable events, such as monthly coffee talks and quarterly focus groups, to generate stakeholder input and receive stakeholder feedback.

At the beginning of each year, staff, parents, students and community members will collaborate to create the school’s shared vision as well as measurable indicators of success in meeting the school’s shared vision. Parent satisfaction surveys will be distributed and analyzed quarterly.

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

A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
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

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<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
<th><strong>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</strong></th>
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<tr>
<td><strong>PRIORITY #4</strong></td>
<td>CCS will achieve an API over 800 or equivalent API standard or target set by the state every year in the first five years of operation. Clemente Charter School will meet or exceed all state content and performance targets. To the extent that the targets set forth below do not meet state requirements, the state targets shall supersede the state standardized assessment goals identified.</td>
<td>CCS will achieve an API over 800 or equivalent API standard or target set by the state every year in the first five years of operation as measured by state standardized assessments. Clemente Charter School will meet or exceed all state content and performance targets. To the extent that the targets set forth below do not meet state requirements,</td>
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At least 70% of numerically significant subgroups will achieve proficiency in ELA and 80% in math in year 1. At least 80% of students in numerically significant subgroups who have been at CCS for two years will achieve proficiency in ELA and 90% in math in year 2. At least 90% of students in numerically significant subgroups who have been at CCS at least two years will be proficient in ELA and 100% in math by year 3. 100% of numerically significant subgroups will be proficient in both math and ELA by year 4.

Each class of students will improve their Math and ELA scores by an average of at least 15 percentiles per quarter as measured by internal assessments.

60% of students will achieve at the proficient level and above on the standardized state assessments the first year.

An average of at least 75% of all students who have been enrolled at CCS for at least two full years will score at the proficient or advanced level on the state standardized assessments or its equivalent in Science (grade 5).

Each class of students will improve their Science scores by an average of at least 15 percentiles per quarter as measured by internal assessments.

Students enrolled at CCS for three consecutive years will re-designate from ELL status classroom and before and after school.

CCS will have a lead teacher who works as an ELD coordinator to support ELs through the monitoring of ELD portfolios, and the provision of training on ELD strategies and academic vocabulary to support ELs. In addition, this teacher will monitor ELD portfolios to ensure all ELs make adequate progress.

The state targets shall supersede the state standardized assessment goals identified here as measured by state standardized assessments.

At least 70% of numerically significant subgroups will achieve proficiency in ELA and 80% in math in year 1. At least 80% of students in numerically significant subgroups who have been at CCS for two years will achieve proficiency in ELA and 90% in math in year 2. At least 90% of students in numerically significant subgroups who have been at CCS at least two years will be proficient in both math and ELA by year 4. This will be measured by State Standardized assessments.

Each class of students will improve their Math and ELA scores by an average of at least 15 percentiles per quarter as measured by internal assessments as measured by state standardized assessments.

60% of students will achieve at the proficient level and above on the standardized state assessments the first year.

An average of at least 75% of all students who have been enrolled at CCS for at least two full years will score at the proficient or
to English proficient status.

At least 65% of ELs will improve one level in proficiency on the CELDT each year.

The number of students re-designated as English proficient will increase by at least 2% each year, beginning at 25% year 1.

The number of students re-designated as English proficient will increase by at least 2% each year, beginning at 25% year 1.

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

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

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<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #5</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
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<tr>
<td>95% annual student attendance.</td>
<td>Clarify student attendance standards; Publicize the predictive and long-term consequences of</td>
<td>95% annual student attendance as measured by ADA. Chronic absenteeism will</td>
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<td>Chronic absenteeism will be reduced by 5% of the total</td>
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number of chronically absent students annually.

chronic absenteeism;
Monitor student attendance through a computerized attendance record-keeping system;
Telephone parents/guardians of absent students;
Incentivize perfect attendance school-wide;
Facilitate parent carpool groups;
Measure student engagement quarterly utilizing student engagement surveys and create strategic action plans to decrease chronic absenteeism.

be reduced by 5% of the total number of chronically absent students annually as measured by ADA.

State Priority #6. School climate, as measured by all of the following, as applicable:

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

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<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #6</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
</tr>
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</table>
| Suspension rates will be reduced by 10% annually from its initial rate as measured by the 2013-2014 school year.
Expulsion rates will be reduced by 10% annually from its initial rate as measured by the 2013-2014 school year.
CCS will receive a 100% safety and school connectedness rating as determined by the Charter School’s annual student survey.
CCS will receive a 100% safety and school connectedness rating as determined by parent survey;
CCS will receive a 100% safety and school connectedness rating as determined by survey results | Clarify expectations of behavior for students to all stakeholders
Clarify expectations with systems that support positive outcomes
Focused professional development on classroom systems to improve student behavior
Positive behavior support systems implemented school wide
Implement systems for recess and lunch supervision
Clear delineation of responsibilities regarding student behavior
Quarterly surveys will be sent to all stakeholders regarding safety and school connectedness; action plans will be tied to survey results | Suspension rates will be reduced by 10% annually from its initial rate as measured by the 2013-2014 school year as measured in powerschool tracking system.
Expulsion rates will be reduced by 10% annually from its initial rate as measured by the 2013-2014 school year as measured by powerschool tracking system.
CCS will receive a 100% safety and school connectedness rating as determined by the Charter School’s annual student survey.
CCS will receive a 100% safety and school connectedness rating as determined by survey results |
safety and school connectedness rating as determined by teacher survey;

connectedness rating as determined by parent survey;
CCS will receive a 100% safety and school connectedness rating as determined by teacher survey;

**State Priority #7.** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

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

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

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

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<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #7</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
<th><strong>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</strong></th>
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<tr>
<td>100% of students will participate in the CCS physical fitness program.</td>
<td>The school schedule will reflect a commitment to providing a broad course of study for each student in light of the recommended instructional minutes. Teachers will be provided professional development in effective teaching of physical education, science, and technology. The daily schedule will incorporate all three of these classes to meet the recommended minutes as defined by the state of California. As the school expands, the school will offer a broad course of study including pre-college electives, which will include foreign language,</td>
<td>100% of students will participate in the CCS physical fitness program as measured by the Fitness Gram Test (or state equivalent). 100% of students will participate in a science program as measured by internal monitoring. 100% of students will achieve proficiency in technology standards as measured by formative and summative assessments.</td>
</tr>
<tr>
<td>100% of students will participate in a science program.</td>
<td></td>
<td></td>
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<tr>
<td>100% of students will achieve proficiency in technology standards.</td>
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<td></td>
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</tbody>
</table>
**State Priority #8.** Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #8</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
<th><strong>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>An average of at least 75% of all students who have been enrolled at CCS for at least two full years will score at the proficient or advanced level on the standardized state assessments in Science (grade 5). Each class of students will improve their Science scores by an average of at least 15 percentiles per quarter as measured by internal assessments. 80% of students continuously enrolled grade 5 will participate successfully in the Fitness Gram Test.</td>
<td>SSTs will be conducted quarterly to identify struggling learners. Benchmarks will be given quarterly and action plans will be collaboratively developed to support struggling learners. Intervention programs will be provided both in the classroom and before and after school.</td>
<td>An average of at least 75% of all students who have been enrolled at CCS for at least two full years will score at the proficient or advanced level on the standardized state assessments in Science (grade 5) as measured by the state standardized exam. Each class of students will improve their Science scores by an average of at least 15 percentiles per quarter as measured by internal assessments. 80% of students continuously enrolled grade 5 will participate successfully in the Fitness Gram Test.</td>
</tr>
</tbody>
</table>
Element 3: Means to Assess Pupil Progress

Methods of Assessment

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. ⁸

Performance Goals and Outcomes

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

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

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

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

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

Student learning will be measured by:

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⁸ **CALIFORNIA EDUCATION CODE SECTION 47605-47608**
Teachers will track class wide results on these assessments and post them on classroom bulletin boards; teachers and classes will modify class learning action plans based on the class results. Classes will also measure their mastery of the standards through a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used will appropriately measure student objectives, and reflect the vision of the school.

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

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

The staff will:

- Set baseline expectations for all incoming students (e.g., using information from previous assessments);
- Recommend additional support if needed;
- Administer all assessments, including school, district, and state-required testing;
- Develop evaluative comparisons with similar populations using disaggregated data;
- Set priorities for professional development;
- Assist with the allocation of resources, prioritizing areas of student need.

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, Clemente Charter School shall conduct testing pursuant to Education Code §47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school’s performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to LAUSD).

**Initial Assessments**

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

- Curriculum Associates Diagnostic
- CELDT.
- Pearson Math Diagnostic.

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

- **Standard Clearing Assessments:** The ILS includes standards clearing assessments (SCAs) for all California English Language Arts and Mathematics standards for grades kindergarten through sixth. The SCAs are currently being revised to reflect the shift to the California
Common Core State Standards. Students will take SCAs as they achieve proficiency on each standard. SCAs will provide an expectation of proficiency for each standard that is consistent across the entire school.

- **educate**: Students will track their learning progress by checking their SCA results and their evidence online in educate. Teachers will track SCA results against pacing budgets for each student and administrators will track classroom and school performance relative to pacing budgets.

- **Traditional Classroom Assessments**: Tests, quizzes, essays, projects, and exams will be evaluated on a regular basis. Many of these will be drawn from textbook publishers’ formative assessments. In addition, teachers will be trained on the development of authentic assessments to measure student achievement.

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

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

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

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

### Academic Performance Index (API)

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

### Other Assessments

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

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

### Use and Reporting of Data

Teachers will closely monitor student progress through SCAs in educate and all students will be expected to demonstrate mastery of locally developed competencies based on state standards. Teachers will receive inservice training to effectively monitor and use data to help guide their instruction. New teachers to CCS will be partnered with an experienced Ingenium Schools staff member to guide him or
her in effective data analysis. This training will be ongoing throughout the year. As one method of measuring pupil progress, assessments will be conducted pursuant to 47605(c)(1).

CCS students will be tested frequently using SCAs as well as assessments supplied by the textbook publisher. Frequent testing allows stakeholders to monitor student performance and optimize student achievement. In addition, testing trains students in sustained mental effort for long periods of time—a training that is essential for future academic and real world success. Testing also reinforces knowledge and prepares students to face and overcome difficult situations under pressure.

SCA and other assessments will be tied to ongoing teacher, classroom and grade level goals and action plans. The collaboration and monitoring of this information will allow for the sharing of resources and creation of innovative solutions (Core Value “Managing for Innovation”).

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

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

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

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

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

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

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

**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.

**Charter School Performance Report**

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

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

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

The above referenced annual performance report and the State mandated School Accountability Report Card will be submitted to LAUSD and made available to the public.

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

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

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

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

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

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

All employees and representatives of Charter School, including members of the Clemente Charter School governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

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

Along with our strong committed Board, Clemente Charter School believes families play a key role in the education of their children. Clemente Charter School will utilize family involvement to forge parent partnerships with the school through the creation of the School Site Council (SSC). Families will have additional opportunities to participate as volunteers on campus, at school wide events and as discussants at various community roundtable events both on and off site.

Involving Parent, Teachers, and Students in the Academic Program

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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


LEGAL AND POLICY COMPLIANCE

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

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

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

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

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.

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.

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

As provided for in the California Corporation Code, Ingenium Schools is governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of CCS. Ultimate responsibility for the governance of CCS rests with the Ingenium Board of Trustees, which hires the President and CEO to implement its vision. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the school. It also monitors the school's financial stability. Its responsibilities are detailed in the governance section below.
Non-Profit Board of Trustees
The Ingenium Schools Board shall include no less than five (5) and no more than nine (9) trustees. The Board currently has six trustees. The current trustees and brief bios are provided below:

- **Joan Sabree Faqir - Secretary** is currently a fifth grade teacher at Cienega Elementary. She specializes in literacy, English Language Development, Multicultural Education and the Social Sciences. Ms. Faqir also instructs in the LAUSD Intern Program and BTSA. Previously, Ms. Faqir served as Principal of MuMin Academy in Oklahoma City, Oklahoma for six years and served as the Center for Advanced Learning’s President during its inaugural year.

- **Martha Notaras - President** is CEO of Optimal Capital Deployment, which provides strategic, corporate development and acquisition support to consulting clients. Her market expertise includes education technology, insurance, financial services, and commercial real estate. On behalf of a strategic investor, she invested over $600 million in twenty business information services companies. Martha also has extensive experience as a board director and chairman. Martha received her B.A. cum laude from Princeton University and her MBA from Harvard Business School, where she was designated a Baker Scholar for graduating in the top 5% of the class.

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

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

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

- **Dr. David S. Haney - Trustee at Large** served as a public school elementary and middle school teacher for 8 years, elementary vice principal and principal for 2 years and 20 years as a school superintendent. During his tenure as a school superintendent, he also taught leadership classes for Azusa Pacific University, Cal Lutheran University and Point Loma Nazarene University. He was an administrator for Point Loma Nazarene University as Director of the Regional Center in Pasadena, Arcadia and Corona for 13 years. After retiring in 2007, he continued to serve as an adjunct faculty member at PLNU, teaching in the leadership program and coaching practicing administrators. He holds a B.A., M.A. and E.D.S. degrees from Point Loma Nazarene and a Doctorate in Educational Leadership from Northern Arizona University. He is the recipient of the Lifetime Distinguished Achievement Award in 2008 from Point Loma University’s Alumni Association. David served for one year on the Board of Trustees for the Upland Christian Academy.
All future appointments to the board will follow the appointment process outlined in the Bylaws. The selection process for new Board members includes review of candidates’ curricula vitae, contact with their references, and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

The Board of Trustees is responsible for the operation and fiscal affairs of CCS including but not limited to:

1. Overseeing the academic and social performance and effectiveness of CCS and taking necessary action to ensure that CCS remains true to its mission and charter;
2. Approval of the annual school budget, calendar, and salary schedules;
3. Approval of a Memorandum of Understanding (MOU) or other contracts with LAUSD;
4. Approval of all changes to CCS’s charter to be submitted as necessary in accordance with the applicable law and District policy and procedure;
5. Filling the President position and evaluating its performance.
6. Approval of bylaws, resolutions, and critical school operation policies and procedures;
7. Monitoring the financial well-being of Ingenium Schools and engaging an independent fiscal audit;
8. Maintenance of full and accurate records of Board meetings, committees, and policies;
9. Developing itself through new trustee orientation, ongoing education, and leadership succession planning.

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

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

**Board Meetings**

The Board of Trustees meets once a month to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act. Board meetings are held the third Saturday of each month from 9:00 AM to 11:00 AM. The site of the meetings will always be within the jurisdictional boundaries of LAUSD. Video conferencing capability will be set up in the jurisdiction where the board is not meeting so that individuals may always participate in board meetings from locations within all served jurisdictions. The Brown Act requirement is that "Regular and special meetings of the legislative body shall be held within the boundaries of the territory over which the local agency exercises jurisdiction."

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

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

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

**Board Training**

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

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

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

President and CEO

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

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

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

The President and CEO will engage a Principal to, in conjunction with the President and CEO, lead CCS’s day-to-day operations. The Principal will be responsible for planning improvements that directly address instruction and customer satisfaction. The Principal’s responsibilities are listed below.

The Principal as the RSM program leader will:

- Develop a plan for achieving the school’s vision within the context of the RSM.
- Train staff in elements of the RSM.
- Lead the school’s application process for progressively higher California Awards for Performance Excellence and, ultimately, the Baldrige Award.
- Maintain a school goal folder that will set, with the assistance of teachers, school-wide learning goals and action plans and track school-wide learning progress. Modify school-wide action plans to reflect learning progress.
- Lead the school’s WASC application process during the first year of operation.
- Continually monitor progress on all measures of school and staff performance.
- Complete and publicly present an annual school progress report to Ingenium Schools Board of Trustees, the Los Angeles Unified School District, and the school community.

The Principal as academic leader will:

- Administer the academic policies determined by the CCS Board of Trustees and President and CEO and the applicable local, state, and federal regulations.
- Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the school’s instructional program plans.
- Set standards for student achievement.
- Ensure the implementation of a high standards, research-based curricula, and RSM systems and tools in all classrooms of the school. Ensure all students and teachers are using goal folders.
- Provide instructional leadership in advancing proven teaching and learning practices.
- Select instructional staff with the knowledge, skills, and beliefs to ensure each child reaches high levels of academic achievement in accordance with the standards and processes.
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement.
- Observe and ensure that teachers examine instruction regularly.
• Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.

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

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

• Support the development of a network of student support systems.

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

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

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

The principal as the site-based manager will:

• Develop (with the President and CEO) and manage the school budget.

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

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

• Manage the student recruitment and enrollment process.

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

• Issue reports to the Board of Trustees and to any affiliated parties, including organizations such as RISC, and local entities, such as the Chamber of Commerce, on the progress of all students in the school and on matters of school operations as requested.

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

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

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

The principal as the builder of the school culture will:
• Build an effort-based school culture of high expectations for all students throughout the school community.

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

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

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

• Seek feedback on the progress of the school.

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

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

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

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

• Build on the strengths of staff and recognize improvement.

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

• Ensure a safe and orderly environment.

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

Parent Involvement

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

• What makes a school exemplary?
• What are the characteristics of an effective teacher?
• What will students need to know in the 21st century?
• If needed, how do we change our current system to meet the needs of all students?
Replies to these questions lead to the 1st step in creating a shared vision. This step frames the fundamental goals of the school. The 2nd step focuses on continuous improvement, the 3rd step organizes input into a plan, the 4th step refines and evaluates the vision using a process (Baldrige), and the 5th step deals with sustaining the shared vision by building leadership capacity. Chapter One of the Guide to Reinventing Schools explains this process in detail.

Parent surveys will be randomly sent for completion to a statistically significant number of parents each month to track parent satisfaction with CCS and record suggestions for improvement. Results of the survey will be tracked and action plans developed to continually improve the level of parent satisfaction.

CCS will create a parent organization whose activities may include (but are not limited to) the following:

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

**Nonprofit Status**

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

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

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

See the Insurance section in Element VI for the insurance amounts and types to be secured by Clemente Charter School, evidence of insurance, and hold harmless/indemnification provisions. The Ingenium Schools Board will institute appropriate risk management practices as discussed herein including screening of employees, establishing codes of conduct for students, and dispute resolution.
Element 5: Employee Qualifications

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

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

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

BELIEFS AND ATTITUDES (ALL PERSONNEL)
All personnel will:

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

Position Summary

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

Reports to: Board of Trustees

Qualifications:

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

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

See “Charter School President and CEO” in Element IV Governance above for a listing of President and CEO responsibilities.

PRINCIPAL

Position Summary

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

Qualifications:

Special Skills/Experience Required:

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

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

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

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

• Capacity to facilitate groups to plan and make decisions.

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

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

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

• Skill in oral and written communications.

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

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

Objectives

• Achieve the measurable student outcomes listed in Element III: Method by which Pupil Progress Toward Outcomes will be Measured

• Successfully implement the educational program.

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

TEACHER

Reports to: Principal

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

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

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

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

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

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

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

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

• Other duties as assigned.

Knowledge and Skills

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

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

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

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

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

• Skill in oral and written communications.

• Capacity to work as an effective team member.

SCHOOL SITE OFFICE MANAGER

Reports to: Principal

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

Summary of responsibilities: Schedules appointments, provides appropriate information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail by performing the following duties:
• Prepare and communicate reports.
• Track the NCLB qualifications of teachers using an NCLB qualification form and maintain personnel records.
• Read and route incoming mail. Locate and attach appropriate file to correspondence to be answered by employer.
• Compose and type routine correspondence.
• Organize and maintain file system, and file correspondence and other records.
• Answer/screen manager’s telephone calls, and arrange conference calls.
• Coordinate manager’s schedule and make appointments.
• Greet scheduled visitors and conduct to appropriate area or person.
• Arrange and coordinate travel schedules and reservations.
• Conduct research, and compile and type statistical reports.
• Coordinate and arrange meetings, prepare agendas, reserve and prepare facilities, and record and transcribe minutes of meetings.
• Make copies of correspondence or other printed materials.
• Prepare outgoing mail and correspondence, including e-mail and faxes.
• Order and maintain supplies, and arrange for equipment maintenance.

Ability to:
• Read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
• Write reports, business correspondence, and procedure manuals.
• Present information and respond to questions from groups of managers, clients, customers, and the general public.
• Calculate figures and amounts such as discounts, interest, and percentages.
• Independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
• Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
• Employ and interpret word processing, spreadsheets, Internet software, and E-mail.

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

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

**HIRING PROCESS**

The Board will select the President and CEO who will select the Principal. In conjunction with the President and CEO, the principal will engage all other staff. Deadlines for submitting applications will be established and publicly advertised. All hiring and termination decisions must be ratified by the Board.

**Review of Credentials**

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

The Office Manager will also serve as the custodian of record for purpose of DOJ clearances.

**Evaluation of Employees**

The Board of Trustees evaluates the President and CEO.

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

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

**CRITERIA AND PROCEDURES USED IN EVALUATIONS**

**Teachers**

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

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

**Making Subject Matter Comprehensible to Students**

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

**Assessing Student Learning**

TPE 2 – Monitoring Students Learning During Instruction
Engagement and Supporting Students in Learning
TPE 4 – Making Content Accessible
TPE 5 – Student Engagement
TPE 6 – Developmentally-appropriate Teaching Practices
TPE 7 – Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students
TPE 8 – Learning About Students
TPE 9 – Instructional Planning

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

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

Other Staff

The President and CEO is evaluated by the Board of Trustees.

Measures of Performance
Ingenium Schools Board of Trustees will annually set performance goals with the President and CEO and review his/her performance at the end of the school year. The President and CEO and Principal, in turn, will set performance goals and evaluate other staff members.

The measures of the President and CEO will include but not limited to the following:

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

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

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

Compensation and Benefits

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

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

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

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

*The President and CEO salary will be distributed across Ingenium Schools’ sites.*
HEALTH, SAFETY AND EMERGENCY PLAN
Clemente Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. Clemente Charter School shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

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

Ensuring Health and Safety Procedures
In order to provide safety for all students and staff, CCS will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with CCS insurance carriers and risk management experts. A final draft will be provided to LAUSD for review at least 30 days prior to operation. The following is a summary of the health and safety policies of CCS.

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

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

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

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.
MEDICATION IN SCHOOL
CCS will adhere to Education Code Section 49423 regarding administration of medication in school.

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

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

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

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

DRUG FREE/SMOKE FREE ENVIRONMENT
CCS shall maintain a drug, alcohol and smoke free environment.

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

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

HOW THE SCHOOL WILL ENSURE THAT ITS AUXILIARY SERVICES ARE SAFE (FOOD SERVICES, TRANSPORTATION, CUSTODIAL SERVICES, HAZARDOUS MATERIALS)
Clemente Charter School will contract with a bonded third party to provide food service.

The school will maintain a list of locally stored hazardous materials. The school will also request periodic safety inspections from its insurer. The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763.
Element 7: Racial and Ethnic Balance

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

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

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

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

The District and Clemente Charter 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”). Clemente Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

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

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

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

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

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

Non-Discrimination

It is the policy of Clemente Charter School to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations.

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

- Fliers (in English and Spanish) will be distributed in Los Angeles Unified School District’s attendance area indicating enrolling opportunities at CCS beginning in January. These fliers will include information on our instructional program and grades we will be serving. The fliers will be distributed as follows:
o Local senior high and middle schools. CCS will seek and obtain permission from the schools prior to distributing its fliers.

o Local elementary schools. CCS will seek and obtain permission from the schools its fliers on the campuses as well as to mail the fliers to the families of eligible students.

o Local markets. CCS staff will visit local markets to distribute fliers.

- CCS’s Principal will ask to give presentations to and leave fliers at local churches.

- CCS will seek articles in the following local publications: Pennysaver, La Opinion, the Industrial Post and other outlets.

- At least three informational meetings will be held during the winter and spring of 2013 and every year thereafter where we will share information about Clemente Charter School and our alternative setting for families and their children.

- CCS staff and volunteer recruiters will canvass homes within a two mile radius of the school.

- Each family showing interest will be sent a lottery form.

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

It will be the responsibility of the Principal to continually monitor the city of Bell and surrounding areas for new community organizations and businesses with which to form relationships. It will also be the Principal’s responsibility to make the first contact with the leadership of these organizations and businesses in order to pave the way for meetings and outreach events.

It will be the Principal’s responsibility to plan meetings and events with future families and prepare volunteers for outreach. In addition, the principal will work with local organizations and businesses in supporting the school and its families. The outreach efforts are specifically designed to attain a racial and ethnic balance at the charter school that is reflective of the city of Los Angeles and the District, as well as socio-economic diversity of the city and the district.

The efforts above are designed to ensure that Clemente Charter School attains a racial and ethnic balance reflective of the sponsoring school district by promoting the school to all the different racial and ethnic categories. In addition, the School will track admissions inquiries and applications. If any particular ethnic group appears to be dominating the applications process, the School will reduce its recruitment efforts targeted on that group and increase its efforts targeted on other groups.
Element 8: Admission Requirements

Student Admission Policies and Procedures

Students and their parent(s)/guardian(s) must complete a lottery form available from CCS’s school office and online and submit it directly to Clemente Charter School. The Home Language Survey will be administered after a student is admitted to assist CCS in its obligation to identify and serve EL students and ask for the required proof of immunizations and proof of minimum age requirements. Parents and all students will be required to sign an agreement that they will abide by CCS policies on academics, attendance, and conduct. This is not a condition, but rather an invitation, for enrollment/continued enrollment. In sum, the school encourages, but does not require parents to sign the document. There are no consequences for parents that neglect or refuse to sign the agreement.

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

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

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

The school will designate and publicize an open enrollment period (for the first year, tentatively COB on the last school day in March) and only lottery forms received by the deadline will be admitted and included in the lottery if the number of lottery forms received exceeds capacity. Public notice will be posted at the school site regarding a date, time, and location of the public drawing once the deadline date has passed; the drawing for first year enrollment and each year thereafter will be at 7:00 P.M. on the second Monday in April. lottery forms will also include the date, time, and location of the drawing, as will CCS’s Web site.

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

To ensure fairness, names will be drawn publicly at random by a neutral third party. This individual will be selected by the school site council. A designee of the Ingenium Schools Board of Trustees will be present at the drawing and will verify whether the lottery procedures were fairly executed. Once capacity is reached at the public random drawing, the remaining names will continue to be drawn and
will be placed on a waiting list in the order drawn. Families whose names were drawn will be notified by telephone names will be posted at the school site within 24 hours of the lottery. They will have 72 hours to respond by phone or in person. If a child gains admission, he or she will automatically be considered an “existing pupil” and accordingly, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or will move to the top of the waiting list for their grade (behind any other already drawn siblings on the waiting list). All students in a family share a lottery number. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

CCS Office Manager will call parents or guardians of students on the wait list when positions become available and give the parents or guardians 72 hours to respond before moving to the next student on the wait list. Parents or guardians who do not respond within the deadline are moved to the bottom of the waiting list. Parents or guardians may respond by phone, by email or in person to the Office Manager.

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

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

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

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.
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:
- **i. Instructional Calendar** – annually five weeks prior to first day of instruction
- **j. Other reports as requested by the District**

Audit

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

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

The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars.
It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the Ingenium Schools Finance Committee. The Finance Committee will review any audit recommendations or deficiencies and report to the corporation’s governing board and LAUSD their plan for resolving deficiencies. The board will report to LAUSD regarding how the exceptions and deficiencies have been or will be resolved.

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

In addition, Clemente Charter School will compile and provide to LAUSD an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes outlined in Element II using the assessment instruments and techniques listed in Element III.
- A summary of major decisions and policies established by the organization’s governing board during the year.
- An overview of the school’s admissions practices during the year and data regarding the number of students enrolled, number on waiting lists, and number of students expelled and/or suspended.
Element 10: Student Discipline

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

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

**Outcome Data**

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

**Rehabilitation Plans**

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

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

**REINSTATEMENT**

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

**GUN FREE SCHOOLS ACT**

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

**Suspension and Expulsion Policy and Procedure**

*The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Ingenium Schools campuses. In creating this policy, Ingenium Schools has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. Ingenium Schools is committed to annual review of policies and procedures surrounding suspensions and expulsions.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as each campus’ policy and procedures for student suspension and expulsion.

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9 Clemente Charter School hereby incorporates by reference the most recent LAUSD suspension and expulsion policy as it pertains to discretionary suspensions and discretionary expulsions.
Campus staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. The process and all related hearings will conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

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

Suspended students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. The teacher requiring the suspended pupil to complete any assignments or tests will provide the materials in the office as well as send materials to the address listed on the student’s emergency card. The materials will be available in the office on the next school day after the determination that the student will be suspended. The pupil will be provided a reasonable amount of time to complete assignments or tests.

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

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

B. ENUMERATED OFFENSES

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

   a) Any of the acts listed in Education Code section 48900 that are not addressed in 2. Non-Discretionary Suspension Offenses.

2. Non-Discretionary Suspension Offenses. Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil: Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any
object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence. Students must be suspended and recommended for expulsion if the student committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

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

b) Any multiple or relatively serious instances of the acts listed in Education Code section 48900 not captured by the above section regarding mandatory suspension with recommendation for expulsion (See 2. Non Discretionary Suspension Offenses above).

4. Non-Discretionary Expellable Offenses: Students shall be recommended for expulsion when a principal determines pursuant to the procedures below that the pupil possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence. Students must be suspended and recommended for expulsion if the student committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

C. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a Suspension Conference conducted by a principal or a principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter 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.

At the Suspension Conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, a principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension or more than 20 total school days per academic year for general education students. Upon a recommendation of expulsion by the principal, the pupil and the pupil’s guardian or representative will be invited in writing by the principal a Suspension Conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by a principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. A student may be expelled either by the Ingenium Board of Trustees following a hearing before it or by the Ingenium Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Ingenium Board of Trustees. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Ingenium Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be provided to the student and the student’s parent/guardian at least ten calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
(1) The date, time and place of the expulsion appeal hearing;

(2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

(3) A copy of the school’s rules or policy which relate to the alleged violation;

(4) Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;

(5) The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

(6) The right to inspect and obtain copies of all documents to be used at the hearing;

(7) The opportunity to confront and question all witnesses who testify at the hearing;

(8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. SPECIAL PROCEDURE FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

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

1. 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.

2. The Charter 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.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. 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.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. 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 circumstance 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.

G. RECORD OF HEARING

A record of the hearing shall be made by minutes taken by the school secretary or Principal’s designee to ensure a reasonably accurate and complete written transcription of the proceedings can be made.

H. 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. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the
Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled 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 of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten school days following the conclusion of the hearing. The decision of the Ingenium Board of Trustees is final. If the Administrative Panel decides against expulsion, the pupil shall immediately be returned to his/her educational program.

I. WRITTEN NOTICE TO EXPEL

A principal or designee following a decision of the Board to expel shall send written notice of the determination to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: notice of the specific offense committed by the student; and notice of the student’s or parent/guardian’s obligation to inform any new district or school in which the student seeks to enroll of the student’s status with the school.

A principal or designee shall send a copy of the written notice of the determination to expel to the authorizer and the Ingenium Schools Board of Trustees. This notice shall include the following: (a) the student’s name; and (b) the specific expellable offense committed by the student.

J. DISCIPLINARY RECORDS

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

K. NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from the Charter School as the Ingenium Board’s decision to expel shall be final.

L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

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

RETIREMENT

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

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

Non-teaching employees are offered the opportunity to make contributions to a 403b plan, but it is not matched by the employer.

Benefits

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

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Clemente Charter School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees subject to the personnel policy of the school.

Staff Compensation and Benefits

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

Process for Staff Recruitment and Selection

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

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

**Vacation, Sick Time, Bereavement**

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

**Work Schedule**

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

**Termination**

Clemente Charter School recognizes two reasons for termination:

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

• Involuntary Termination (Discharge). Involuntary termination occurs when Clemente Charter School chooses to discharge the employee.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

**Due Process for Resolving Complaints/Grievances**
Employees who have a complaint or wish to challenge disciplinary action termination taken by Clemente Charter School must use the following procedures.

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

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

Grievance policy and due process is subject to revision by Clemente Charter School Board of Trustees at any time.
Element 12: Attendance Alternatives

Public School Attendance Alternatives

No student may be required to attend Clemente Charter School.

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

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

Element 13: 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: Dispute Resolution

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

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

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

To Charter School: Clemente Charter School
c/o School Director
Glenn Noreen
250 West First Street, Suite 246
Claremont, California 91711

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

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

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

Element 16: Charter School Closure Procedures

REVOCATION OF THE CHARTER

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

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

• Clemente Charter School violated any provision of law.

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

**Closure Action**

The decision to close Clemente Charter School, either by the governing board of Clemente Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Clemente Charter School votes to close Charter School; or the Charter lapses.

**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 Clemente Charter School including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Clemente Charter School or the LAUSD Board of Education, the governing board of Clemente Charter School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how CCS will fund these activities.

**Notification of Closure Action**

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

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

2. Parents, guardians, and/or caretakers of all students currently enrolled in Clemente Charter School within 72 hours of the Closure Action. CCS shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Clemente Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

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

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Clemente 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). Clemente 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. Clemente Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

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

School and Student Records Retention and Transfer

Clemente Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

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

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

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

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

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

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

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

**Financial Close-Out**

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

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

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

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

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

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

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

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

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

**Disposition of Liabilities and Assets**

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

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

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.
Clemente Charter School shall retain sufficient staff, as deemed appropriate by the Ingenium Schools’ governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Clemente 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).

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

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

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

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Clemente Charter School’s right to operate as a charter school or cause Clemente Charter School to cease operation. Clemente Charter School and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

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

- **Maintenance & Operations Services**: In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.
  
  (i) **Co-Location**: If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant**: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

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

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

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

**INSURANCE**

**Insurance Requirements**

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

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

The following insurance policies are required:
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)
ADDENDUM

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

Assurances and Affirmations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

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 Clemente Charter School is Rachel Garfield, lead petitioner.
- The contact address for Clemente Charter School is 22250 Elkwood Street, Canoga Park, CA 91304.
- The contact phone number for Clemente Charter School is (310) 699-0017.
- The proposed address or target community of Clemente Charter School is, Bell, CA 90201, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 5 and Educational Service Center South.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is Kindergarten to 6th Grade.
- The number of students in the first year will be 175.
- The grade level(s) of the students in the first year will be Kindergarten to 3rd Grade.
- The scheduled opening date of Charter School is August 13, 2014.
- The admission requirements include:
  Clemente Charter School (“CCS”) shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A). If the number of students applying for enrollment exceeds the charter school’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2). Enrollment to the school shall be open to any resident of the State of California. CCS affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. CCS shall not charge tuition. CCS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (See also Element 8: Admissions)
- The enrollment capacity is 494. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be traditional: August 13, 2014 to June 3, 2015 and will be 182 days.
- The bell schedule for Charter School will be: 8:00- 2:30 (details in Element 1, Section E).
- If space is available, traveling students will have the option to attend.

**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**

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

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

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services
Clemente Charter School shall provide to the CSD an annual report of its EL program assessment. Upon request, Clemente Charter School shall provide a copy of its current EL Master Plan to the CSD.

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (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, Clemente Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

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

All employees and representatives of Charter School, including members of the [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 Clemente 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 adhere to all applicable federal and state laws and regulations regarding
pupil fees, including Cal. Educ. Code sections 49010 – 49013, and extend its uniform complaint
procedure to complaints filed pursuant to Cal. Educ. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local

LEGAL AND POLICY COMPLIANCE

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

RESPONDING TO INQUIRIES

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

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

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

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

**NCLB AND CREDENTIALING REQUIREMENTS**

Clemente Charter 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**

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

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

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

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 Clemente 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”). Clemente Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

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

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

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

**Element 8 – Admission Requirements**

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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:

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to school’s Calendar
r. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

**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.

**REINSTATMENT**

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.

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**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 Clemente Charter School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

**Element 13 – 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 Clemente Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Clemente Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

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

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

   To Charter School:  Clemente Charter School
   c/o School Director

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

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

7) 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.

8) 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**

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

**Element 16 – Charter School Closure Procedures**

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

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

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

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 Clemente Charter School, either by the governing board of Clemente Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Clemente Charter School votes to close Charter School; or the Charter lapses.

**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 Clemente Charter School, including its nonprofit corporation and governing board.

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

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

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

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

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

13. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Clemente 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.

14. The California Department of Education (CDE). Clemente 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.

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

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

5. The effective date of the school closure

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence

8. 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:

3. A description of the circumstances of the closure

4. The location of student and personnel records

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

4. Information on how to enroll or transfer the student to an appropriate school

5. 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

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the school closure

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.
Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

Clemente Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

8. 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.

9. 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.

10. 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.

11. Clemente 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.

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

13. 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.

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

**Financial Close-Out**

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

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

4. 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.

5. 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.

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

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

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. 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:

4. The return of any donated materials and property according to any conditions set when the donations were accepted.

5. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

6. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

Clemente Charter School shall retain sufficient staff, as deemed appropriate by the Clemente 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.

Clemente 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:

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

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

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

i. File its final withholding tax return (Treasury Form 165).
j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Clemente Charter School’s right to operate as a charter school or cause Clemente Charter School to cease operation. Clemente Charter School and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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:

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

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

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

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

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

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

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

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

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

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

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

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

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

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

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

- Charter School is subject to District oversight.

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility,
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**
Clemente 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)