CHARTER RENEWAL PETITION FOR A SECOND FIVE-YEAR TERM
JULY 1, 2014 – JUNE 30, 2019

Submitted to the
LOS ANGELES UNIFIED SCHOOL DISTRICT

September 18, 2013
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Affirmations

As the authorized lead petitioner, I, Xavier Reyes, hereby certify that the information submitted in this application for Academia Moderna Charter School (hereinafter “Academia Moderna” 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.

Xavier Reyes, Lead Petitioner  
Date
ELEMENT 1: Description of the Educational Program

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

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

The contact person for the Charter School is Xavier Reyes. The contact address of the Charter School is 2410 Broadway, Walnut Park, CA 90255. The contact phone number of the Charter School is 323-923-0383.

The address of the Charter School is 2410 Broadway, Walnut Park, CA 90255, which is located in Los Angeles Unified School District (“LAUSD” or “District”). Board District 5 and Educational Service Center SOUTH ESC.

The term of this charter shall be from July 1, 2014 to June 30, 2019 – 5 yrs.

The grade configuration is TK-5th. The number of students in the first year will be 439. The grade level(s) of the students the first year will be TK-5. The scheduled opening date of the Charter School is August 12, 2014.

The admission requirements include: enrollment application, home language survey and applicable health screenings.

The enrollment capacity will be: 486 – enrollment capacity is defined as all students who are enrolled in Charter School regardless of residency.

The type of instructional calendar will be: traditional, 182-day calendar. The bell schedule for the Charter School will be: 7:50am to 3:00pm, MTThF; 7:50 to 1:35pm Wednesday minimum days.

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.

**A. Vision**

Academia Moderna’s vision is to create a center for higher learning in Southeast Los Angeles where students learn to exceed expectations, to be self-aware and aware of others, to be responsible, inquisitive, prepared, passionate, inspired, engaged, independent, and love to have fun.

Academia Moderna will apply the International Baccalaureate Primary Years Program (IBPYP) tools and processes to be a school where partnerships for continuous improvement between teachers, parents, community and students are authentic and seek to prepare each student from Kindergarten to fifth grade for the challenges of the 21st century.

Academia Moderna will be a model school of life-long learning through the International Baccalaureate Primary Years Program in the United States. We will create a dynamic environment where all staff cultivate, model, nurture, and promote our organizational values of real-world learning and application, servant leadership, inclusiveness, discovery, continuous improvement and accountability.
B. Mission and Goals

Academia Moderna’s mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century. We will fulfill our mission with:

1. High Academic Achievement
   - Students develop a deep understanding, mastery and application of important concepts that propel inquisitive life-long learning and will reach high levels of academic achievement

2. Standards-based Instruction
   - Provide a school model where students acquire and practice a range of essential skills that are CA Common Core standards based
   - Begin implementing the IBPYP scope and sequences, merging the CA Common Core state standards and district policies, to develop and use the best instructional practices that meet the varied needs of all students

3. Positive Student Character Development
   - Conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB program is implemented
   - Provide a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the IB program is implemented

4. Community Participation
   - Provide a space where students have the opportunity for involvement in responsible actions and social service in their local and world community
   - Begin implementing the IBPYP, which “focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development” with the assistance of staff, parents, and the larger community

C. Community Need for Charter School

Academia Moderna was founded in 2009 and since then our school has gone through incredible successes and great accomplishments, as well as some very difficult challenges. With our original mission for our students and the community to “provide a world-class education to every student” through our four (4) goals; academic achievement, standards-based instruction, positive character development, and community participation, we have been able to make a significant impact in the lives of the families we serve.

In terms of our Goals, we’ve made specific and significant achievements. Goal number one (1); we have been able to reach great success and as such we were rated in the cusp of “Achieving” in the LAUSD School Performance Framework due to our high growth levels. Academia Moderna had the highest growth level of all LAUSD elementary schools in the 2011-2012 school year. In terms of Goal number two (2); we
have been able to merge standards-based instruction, common core and the International Baccalaureate Primary Years Program approach into our school model. We are currently a “candidate school” and will receive “word school” status this coming fall. In terms of Goal number three (3); our students have developed great humanistic personal characteristics measured by their attitude toward others. One such action is the College Fair forwarded by our fifth and fourth grade students for the lower grade students. They research and present their favorite university to other students in order to recruit them to their favorite school. This shows great personal character and the ability to connect academic rigor to action. In terms of Goal number four (4); our students have developed a great ability to connect to the immediate and the larger community through social service, such as raising over $2500 last year for the Leukemia and Lymphoma Society.

Based on Academia Moderna’s record of performance, the Charter School has and will continue to meet the needs of the community it serves.

**Academic Performance**

In the last two years Academia Moderna has shown API growth of 52 API points. This is 37 points above the two-year average growth for comparison schools of 15 API points.

As detailed below, Academia Moderna gained high levels of Proficiency in 2012 exceeding the Comparison School average in English Language Arts by 7 percentage points and in Mathematics by 5 percentage points. However, in 2013, Academia Moderna trailed Comparison School average percentage in ELA by -1 percentage point and in Mathematics by -2 percentage points.

In terms of actual versus approved planned performance goals at the beginning of the charter, Academia Moderna has exceeded its goal for English Language Arts by 7 percentage points and exceeded its goal for Mathematics by 2 percentage points. This does not mean that Academia Moderna will not continue to work hard to gain the
significant gains it made in 2012. As a matter of fact, as noted before, Academia Moderna considers the 2012 scores to be the base scores moving forward.

**Innovative Features Beyond Student Achievement Data**

1. **ATTENDANCE**
   
   Our original approved budget in 2009 assumed that we would have an Average Daily Attendance (ADA) of 94% each year. Academia Moderna has exceeded that number and boasts an average ADA of 98.6% for the last four years.

2. **PROMOTION RATE**
   
   The IB learners strive to be: Reflective, Inquirers, Communicators, Caring, Risk-takers, Thinkers, Balanced, Open-minded, Knowledgeable, and Principled. In addition to the student Learner Profile directives, Academia Moderna’s staff models the same IB culture and works with each and every student assisting them be the best they can be. Due to this IB modeling by all at Academia Moderna, we’ve only had three retentions in our school’s history.

3. **FACULTY**
   
   Currently Academia Moderna has 16 full time, NCLB highly certified classroom teachers in grades K- 5th, a full time foreign language Mandarin instructor and a part-time music teacher. Six (6) of the 16 teachers hold a Master in Education degree and one (1) out of 16 holds a Doctorate Degree.

   The school Principal is bilingual English/Spanish. Out of 16 full time teachers, fifteen (15) are bilingual and three (3) are multilingual (Spanish, Chinese Mandarin, Italian).

   Academia Moderna currently has six (6) Teacher Aides. Four (4) out of six (6) teacher aides hold a Bachelor Degree; two (2) out of the four (4) have teacher credentials. The Teacher Aides provide exceptional assistance both in and outside the classroom environment. They enhance and provide an interactive way for children to learn how to become critical thinkers and the vital role they play in society as a whole.

   Our faculty supports our students academically by participating in ongoing Professional Development and collaborates with our instructional staff, which makes an equally important contribution toward the success of Academia Moderna students through critical support and operational services.

   We have 99% teacher retention since the school’s inception. Our new teachers have come to us due to the addition of grade levels or student enrollment growth

4. **PARENTS**
   
   Parental involvement in the life of the school is essential to our success. Academia Moderna has made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional program. Academia Moderna encourages parents to participate in the school by joining the various committees dedicated to students, parent issue and the culture of the school. Currently, the Board of
Directors has one parent representative that reports back to parent groups to empower them with direct communication. Academia Moderna also offers parents workshops that include discipline, understanding your student, understanding how the school works, and English as a Second Language. Parents are also directly involved in the financial life of the school; through the Alta Public Schools foundation, they are able to raise funds to whatever purpose they feel is adequate for their children. Parents have raised sufficient funds to develop our library and employ a full time librarian.

5. GOVERNANCE
The Academia Moderna model of decision-making is democratic, collaborative, and is a learning institution by nature. As such, the Board of Directors participates in an annual retreat to study and make school-wide decisions on operations and instruction. The Board of Directors set the school’s goals based on our Mission and Vision then guides the school toward academic and operational success. On a day-to-day basis, the CEO has the final authority in all matters pertaining to instruction and operations of the school. However, the Principal, as the CEO’s proxy, will be responsible for all matters pertaining to on-site operations and instruction. The International Baccalaureate program is founded on the principle of inclusiveness. Therefore, as representatives of the IB program, all staff model a culture of consensus building that is strongly aligned with the vision and mission of Academia Moderna. It is our belief that as we build an IB culture and community, more parents will champion the school vision and mission.

6. FUNDRAISING/FISCAL STABILITY
Every year since the school’s inception, Academia Moderna has reported no loss every year. Academia Moderna continues to hold on its promise to keep a reserve, some years over 5%, even though the toughest of times have hit the smallest schools the hardest. Additionally, every year our CEO, staff and parents have managed to raise a substantial amount of funds through private funders and on-site fundraising opportunities.

Charter Impact, our back office provider and contracted Chief Financial Officer, Neil Shah, has guided Academia Moderna to implement solid in-house fiscal processes and procedures that have given us perfect reporting over the last four years.

7. INTERNATIONAL BACCALAUREATE AUTHORIZATION PROCESS
The process for becoming an IB World school takes approximately four to five years. The task is difficult, complex and long. As we outlined in our original petition, we anticipated that we would become an Authorized IB World School in 2013-2014 and we’re right on track for such a feat. This fall, the IB Organization will be making their visit to determine if what we’ve been able to create and implement is worthy to be called IB world-class. In the early years, we were able to utilize a designated IBPYP Lead Teacher that came out of her class once per week to plan and help other teachers develop their classroom and grade level plans. All teachers attended IB training yearly. And last year, our Lead Teacher became officially the IB Coordinator working half-time; this year, she’s become the “official” full-time IB Coordinator. As a full time Coordinator,
we’ll be able to better meet our original goal of becoming a World School in the 2013-2014 school year.

8. WASC ACCREDITATION PROCESS
Academia Moderna applied for WASC accreditation in the 2010-2011 school year and the same year had its “Initial Visit.” After which, Academia Moderna gained WASC “Candidacy.” After our second year of Candidacy and self-study, we are prepared for full accreditation this winter of 2014.

Subgroup Performance
In terms of Sub-groups, Academia Moderna, despite a significant drop in API in 2013, has kept consistent in its pursuit of greater gains for its sub-group population. In terms of students that are economically challenged, as identified by Free and Reduce Price meal determination, Academia Moderna dropped 1 percentage point below the average for ELA, and dropped 2 percentage points below the average for Mathematics. However, when compared to a two-year cycle, Academia Moderna grew 7 average points above comparison schools for ELA and stayed behind by 1 average point below comparison schools in Mathematics, as referenced in the second graphic.

In the early years, Academia Moderna was faced with multiple challenges that precluded us from providing a steady and rigorous educational option for our students. However, as the school became settled in a semi-permanent facility and our educational leadership flourished, the percentage of students growing from Far Below Basic to Basic to Proficient began to match surrounding schools and in some cases surpassed some of them, including the state averages. This was evident by our API growth as outlined below which highlights the API scores versus the District, State and surrounding schools API scores. (cde.ca.gov)
In Mathematics, the same story repeats itself – we had a banner year in 2012 and an anomaly year in 2013, which moved our students at Proficient and above Proficient at 60% to 51% in 2013. However, the same trend was being duplicated for Mathematics, the number of students moving out of Far Below Basic at 9% was moving in the director of non-existent FBBs in future years.

D. Student Population to be Served

Academia Moderna will be a school that models the lessons of the International Baccalaureate Primary Years Program: inclusiveness and recognition of a common humanity. With this model in mind, we seek to be a school that will serve one and all that walk through our doors.

The map below depicts the general area our school will serve. The dark circle illustrates a one-mile radius centered from the Academia Moderna home site located at 2410 Broadway, Walnut Park, CA 90255. We will serve students from several Southeast cities of Los Angeles County, which are located within LAUSD boundaries. These cities include South Gate, Huntington Park, Cudahy and the unincorporated area of Walnut Park. Within a two-mile radius of the potential site, we will potentially serve the cities of South Gate, Cudahy, Bell, Maywood and the unincorporated areas of Walnut Park and South Los Angeles, including a small portion of the community of Watts.

Academia Moderna will attract students from all three cities encompassing private and public school students that may prefer a learning experience in a non-traditional, personalized learning environment that will focus on academics, character-development and creating world citizens.
Academia Moderna will recruit and serve all types of learners, i.e., GATE, ELLs, students that are Far Below Basic, Basic, at grade level, or students that are excelling. In our first two years we expect that we will have a high percentage of English Language Learners (+64%) and Title I students (94%).

Our enrollment at capacity will be four hundred and eighty-six (486) students in grades Transitional Kindergarten through Fifth grade (TK-5). Beginning in Year 1 we will serve four hundred and thirty-nine (439) TK-5 students in the fall of 2014. Three (3) T-Kindergartner classes of 27 students will be added in 2014 and another in 2015, and every year until our third year when our capacity will be reached, as noted below.

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|                | 439         | 443         | 486         | 486         | 486         |

Community Educational Profile
Academia Moderna’s student population come us because families are looking for an experience of an academically rigorous program, small classes and an international approach to learning. In our first year, our TK and Kindergarten students will arrive on their own from surrounding preschools or surrounding traditional and private schools, depicted in the table below, with varied educational programs and academic performance levels. On average, our students will arrive from schools that are on LAUSD Program Improvement list, according to the 2013-2014 LAUSD list of PI schools report, from schools that have an average of 407 students and an average API score of 747, as depicted in the 2013 CDE APR table below. In addition, according to the LAUSD FY 2013-2014, Title I Ranking report, our students will arrive from Title I schools with a vast majority of Hispanic students and a 44 percent average of English Language Learners. The schools with the closest proximity to our school site are Miles, Florence and Griffith-Joyner elementary schools. Some of these schools in the surrounding community are among the lowest performing in the entire LAUSD. The only charter school, Aspire Firestone, is in South Gate and is approximately five miles from our school site bordering South Los Angeles. This charter school is a Title I school and English Language Learners comprise 52% of the total student body. With these two challenges, this charter school is one of the most successful public elementary schools in the region. For the 2012-2013 school year Aspire Firestone had an API score of 860.
According to the LAUSD Title I report on PI schools, the surrounding elementary schools within our target community have been in “PI status or continuation” overwhelmingly due to low performance in the areas of English Language Arts and Mathematics. This is a strong indicator that our students will also arrive with challenges in the areas of English Language Arts and Mathematics.

For all students in grades K-5, in the closest four elementary schools in our target community, the average percentage of students scoring above proficient in English Language Arts and Mathematics was 38% and 49%, respectively. For the economically disadvantaged, the percentage of students scoring above proficient in English Language Arts and Mathematics was also 38% and 49%, respectively. For Hispanics, the percentage of students scoring above proficient in English Language Arts and Mathematics was 39% and 50%, respectively, as shown in the table below.
In terms of students arriving to our school from private and or religious schools from the surrounding community, we draw students from St Helen (k-8) in South Gate with 275 students, Redeemer Lutheran (1-9) in South Gate with 208 students, St. Mathias (k-8) in Huntington Park with 248 students, and Renuevo School (k-8) with 64 students. Private school academic performance and educational program information have not been made available to us and we will not know the individual student’s academic profile until our school conducts academic performance measures at the beginning of their first year.

**Community Demographic Profile**

The target community from where our students will come is bounded by the City of Cudahy to the East; unincorporated Walnut and Huntington Park to the North; South Los Angeles to the West; and, South Gate to the South and Southeast. While this target community has many municipal jurisdictions, it is essentially and demographically the same community.

While the majority of our students will come from the Cities of South Gate and Huntington Park, the demographic profile is similar to the surrounding cities from where a portion of our students will come to our school. South Gate is a city that is predominately Hispanic/Latino at 94.8% as compared to the California average of 38.1%, according to 2011 U.S. Census. Other large ethnic or racial groups include Whites at 3.4% and Asians at approximately .84% with a smaller mix of other ethnic or racial groups.

The community is predominately Latino/Hispanic and it is also a very young community with the largest demographic age group being the 17-year-old and under age group. This group comprises 31.1% of the total population in the City of South Gate, or approximately 35,000, as compared to the rest of California at 25%.
Within our target group for our school, we will receive an average of 33% already in poverty in the 18-year-old and under category as opposed to the California average of 19.6%, according to Citydata.com and the U.S. Census. Moreover, near half of our students' parents will be in the poverty category and will have very little educational attainment. The majority of our parents will have a less-than-9th-grade education, at 36%, as compared to the California average of 11% (see graph below). Only 6.6% will have obtained a college degree as compared to the average for California at 30.2%.

We will also see a great many monolingual Spanish speakers coming to our school entering in Kindergartener given the high percentage of Spanish as the language spoken at home at 89.1% with English at 12% as the primary language spoken at home, according to the 2000 US Census reports.

In terms of crime, according to the California Office of the Attorney General, the City of Los Angeles had 285 violent crimes per one hundred thousand people in 2011. South Gate had 372.4 violent crimes in 2011 for a small city of 98 thousand people. Other surrounding cities with similar population numbers included Huntington Park with 460.8 violent crimes in 2011, as well as Inglewood with 363.3 and South Pasadena with 153 violent crimes. Overall, by comparison, the City of South Gate would be considered a city with an average crime rate from where our students will attend.

Additionally, according to the US Census Quick Facts 2012 estimates, the South Gate community includes a medium household income below county and state averages, yet slightly higher than its neighbor city to the North, Huntington Park; In terms of age, as previously outlined, South Gate is a very young city. It has a higher percentage of “Persons Under-5 years” than the average for the county (6.5%) and for the state (6.8%), which equals to a total of 7,987 persons or 8.4%. Yet, compared to its neighbor Huntington Park, it has a slightly lower percentage of “Persons Under-5 years” old (5,151 persons). There may be a correlation for South Gate’s neighbor city having a larger “Under-5” population percentage given the larger foreign born population, although, South Gate also has a significantly larger than average number of “Foreign Born” persons than the county and state averages; In terms of transiency, South Gate is a community that on average is significantly on par with the county and the state. Almost half of South Gate’s population have stayed in South Gate for five or more years; In terms of education, the percentage of the population in South Gate with a bachelor’s degree or higher is significantly below county and state averages. Also, educational attainment as measured by high school graduation levels are at 51.1%, according to LAUSD/UCLA study; In terms of size of
households, South Gate has a significantly larger average number of persons per households, many under five years old and the vast majority speaking Spanish as their primary language spoken at home.

<table>
<thead>
<tr>
<th>Census 2011</th>
<th>SG</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>95,304</td>
<td>38.0 m</td>
</tr>
<tr>
<td>Persons under 18</td>
<td>31.1</td>
<td>25</td>
</tr>
<tr>
<td>White</td>
<td>3.4</td>
<td>40.1</td>
</tr>
<tr>
<td>Black</td>
<td>0.9</td>
<td>6.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>94.8</td>
<td>37.6</td>
</tr>
<tr>
<td>Foreign born</td>
<td>45.1</td>
<td>27.2</td>
</tr>
<tr>
<td>Language other than English (S)</td>
<td>89.1</td>
<td>43.2</td>
</tr>
<tr>
<td>HS graduates</td>
<td>51.1</td>
<td>80.8</td>
</tr>
<tr>
<td>Bachelors or higher</td>
<td>6.6</td>
<td>30.2</td>
</tr>
<tr>
<td>Persons per households</td>
<td>3.98</td>
<td>2.91</td>
</tr>
<tr>
<td>Medium household income</td>
<td>41,990</td>
<td>61,632</td>
</tr>
<tr>
<td>Below poverty</td>
<td>19.6</td>
<td>14.4</td>
</tr>
</tbody>
</table>

In sum, the community from which we will draw our students is a city with relatively moderate poverty, largely Latino/Hispanic, with a large number of young people, a population with low percentage of formal educational attainment and with a moderate violent crime index.

**Implications for Academia Moderna and Modifications**

Key demographic indicators that will have an impact on the way Academia Moderna operates are the following: large number of persons in “poverty”; large number of persons per households; low percentage of higher education attainment; large percentage of people speaking other languages other than English at home; large percentage of foreign born; significant percentage of non-transiency; large percentage of Hispanic persons; Large percentage of persons Under-5 years old.

Similar to surrounding Los Angeles Unified School District schools, Academia Moderna will face many challenges. One significant challenge for Academia Moderna is the large number of children and families demographically in “poverty”. As such, these students attending our school will allow us to live and fulfill our mission to provide a world-class education to all students. Additionally, it makes for a more diverse student body.

On the operational side, because of the large number of students in “poverty,” we will hire staff that have prior experience working with economically challenged populations or that have experience with Free & Reduced Lunch program students. Moreover, having a large population of students in “poverty” will designate our school as a Title I school. This designation will allow us additional resources to better assist students that
are economically and educationally challenged. Because this group will be one of the largest groups in the school, we will create a school council composed of parents and staff to identify and address the challenges these students face.

Additionally, serving large families in our target community is an indicator that our Board will need to consider in our Enrollment Policies a “siblings” clause that will allow a certain priority to brothers and sisters wishing to attend our school, if enrollment capacity will allow. Culturally, we welcome the added family feel and culture created when siblings attend the same school.

Other challenges Academia Moderna faces serving a largely formally uneducated, Spanish speaking, immigrant, non-transient homeowner community. In other words, we will serve a community that almost mirrors the home ownership average of the state but have low levels of higher education and are Hispanic immigrants. This means that we will have half of our families with strong ties to the local community and the other half will be transient, renters moving every five years. This community profile is not unusual in LAUSD schools. To meet the challenges this community will bring to us we will hire a majority of our staff to be bilingual Spanish speaking to assist the anticipated English Language Learner population of 64%. Also as part of our educational program we will invest heavily in an English Language Learner program dedicated to transition students out of ELL classification with intensive English language acquisition within two years or when the CST/CMA criterion is met, according to the LAUSD EL Master Plan. Moreover, we will create a Parent Center that will provide for parents an opportunity to interact with each other and create learning opportunities for parents as individuals and to assist their children with school- in addition to training leaders to formally join our school board and our other school-wide policy committees. It is our mission that we can only succeed with the assistance of our parents and thus we will also create opportunities for local parents to be part of the school success team.

E. What it means to be an Educated Person in the 21st Century

Within this context, Academia Moderna believes a truly educated person in the 21st Century must possess the following skills and attributes:

1. **High Academic Proficiency**: the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas.
2. **Communication skills**: the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
3. **Research Skills**: the aptitude to access, process, manage, interpret, question, validate, and act upon information.
4. **Technological Proficiency**: the knowledge of the software and hardware required to research and present information in a variety of media.
5. **Interpersonal Skills**: the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
6. **Intrapersonal Skills**: the ability to be aware of one’s own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to
achieve growth.

7. **Innovation**: the ingenuity to creatively solve problems, make connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).

8. **Tolerance**: the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.

9. **Curiosity**: the capacity to recognize personal inquiries and identify individualized learning goals accordingly.

We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills that will enable our students to find workable solutions to these kinds of problems.

**F. How Learning Best Occurs**

Academia Moderna will apply the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

Academia Moderna will be a relatively small school with low student-to-teacher ratios. As such, learning best occurs when schools are small. Research has shown that second only to socioeconomic status, school size is the most significant predictor of student success (Klonsky, 1998). Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced (Raywid, 1998). The enhanced social relationships of small school environments affects student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict (Gladden, 1999). Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates (Fine, 1998).

Learning best occurs when parents participate in the educational program, and small schools are more likely to encourage parental involvement (Cotton, 1996). When the US Department of Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parent involvement and students without. Academia Moderna will strive to enhance relationships with parents through a program of parent participation, education about students, and parent educational opportunities in technology and higher educational opportunities.

Learning best occurs in a collaborative environment. Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community is necessary for a successful school. Academia Moderna will also emphasize cooperative learning for students. Our current educational model
further enhances this spirit of collaboration where teaching teams work together to develop IB thematic units and share the implementation of such units between all teachers across grade levels.

Learning best occurs in a climate where there are measurable goals. This "beginning with the end in mind" requires a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. The assessment of student's progress is based on multiple measurement tools looking at the many facets of the learners.

Learning best occurs in a climate of accountability. As Schmoker (1996) so simply states: "What gets measured gets done". Academia Moderna will provide a continuous collection and application of data for students, parents, teachers, administrators and Board. By being accountable to each constituency, all charter schools can positively change the climate of accountability in a district (Gil, 1999).

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, "the single most important determinant of student achievement is the expertise and qualifications of teachers." Academia Moderna will provide a complete program of staff development as outlined below and will participate in selected staff development programs in cooperation with the International Baccalaureate Organization and the Los Angeles Unified School District.

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

Learning best occurs when students are immersed in an educational environment that honors their cultural heritage. Enduring understanding occurs when content instruction includes cultural learning as well. (Lessow-Hurley, 2000).

Learning best occurs when children are known and understood as individuals. We believe that each child’s learning journey needs to start from the individual starting point, including the learner’s existing knowledge and socio-economic background and cultural heritage.
G. Instructional Program and Curriculum

Educational Philosophy
Direct explicit instruction and standards based sequential curriculum, which include the Common Core State Standards, will drive the educational philosophy of Academia Moderna. Instruction will be inquiry and investigation-based and a holistic learning environment will be provided. Students will experience an inspirational learning environment with rigorous academic standards enriched with higher-level questioning and global mindedness. Academia Moderna will not only have a rigorous learning environment that will enable students to become self motivated, competent, life long learners, but will also provide a learning experience where students learn to be world citizens and guardians of the planet.

The following key elements, described below, comprise Academia Moderna’s approach to instruction, which also reflect our school’s core goals that will fulfill our mission to provide a world-class education to every student:
1. High academic achievement through the International Baccalaureate PYP
2. Common Core State Standards-based instruction through backwards design
3. Character Development through Character Counts
4. Community Participation guided by Youth Service California

Academia Moderna has adopted the internationally recognized International Baccalaureate Primary Years Program (IBPYP) as our school model due to its close alignment with our mission and vision, and because it focuses on meeting the needs of our target students and their community. The IBPYP program focuses on the development of the whole child. It is a trans-disciplinary curriculum, which draws individual disciplines together into a coherent whole, while preserving the essence of each subject, striving to develop a global perspective. The IBPYP curriculum is organized around six themes or units of inquiry: Who are we; Where are we in place and time; How do we express ourselves; How does the world work; How do we organize ourselves; and How do we share the planet, which will be adopted and aligned in correlation with the Common Core State Standards and overseen by the IBPYP coordinator and/or the Principal. Students develop a deep understanding of important concepts; they conduct research into knowledge, which has local and global significance; they acquire and practice a range of essential skills; they are encouraged to develop positive attitudes toward learning, the environment and other people; and, they have the opportunity for involvement in responsible action and social service.

Local Control Accountability Plan (LCAP)
Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into —sub-priorities.

Below is a description of the school’s annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to California Education Code § 52052,
for each of the eight (8) state priorities identified in California Education Code § 52060(d).

### Measurable Goals of the Educational Program (Eight State Priorities)

<table>
<thead>
<tr>
<th>PRIORITIES</th>
<th>GOALS</th>
<th>ACTIONS</th>
<th>MEASUREMENT</th>
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<tbody>
<tr>
<td><strong>1. Basic Services</strong>&lt;br&gt;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>
<td>• Teachers are required to hold a valid CA Teaching Credential or working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing&lt;br&gt;• Alta Public Schools and Academia Moderna HR conducts credential review as part of teacher hiring process</td>
<td>• Initial and annual verification of core teacher credential as reported by the CA Commission on Teaching will show 100% of teachers holding adequate credentials&lt;br&gt;• APS and Academia Moderna HR conducts regular audits of Charter School teacher credentials to ensure compliance&lt;br&gt;• APS and Academia Moderna HR informs credentialed staff when credentials are near expiration&lt;br&gt;• School maintains Inventory List of instructional materials purchased and in stock. All instructional materials are common core aligned&lt;br&gt;• APS Sup. works with Academia Moderna Principal to ensure adequate budget for instructional materials</td>
<td>• Compliance documentation for Charter School Oversight Visit or annual SARC&lt;br&gt;• Approved Academia Moderna budget&lt;br&gt;• Daily cleanliness spot checks by School Administrators&lt;br&gt;• Site inspection documents by APS and LAUSD Site Visits and are in compliance or “good standing” measured by LAUSD or WASC</td>
</tr>
<tr>
<td><strong>2. Implementation of academic content and performance standards</strong>&lt;br&gt;Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</td>
<td>• Academia Moderna teachers will participate in annual PD on the implementation of Common Core and all performance standards for all core subjects as they are adopted by the state&lt;br&gt;• All students will gain academic content knowledge with the implementation of the CA Common Core State Standards in 2014-15 school year, including EL students gaining English language proficiency</td>
<td>• APS Sup. works with Academia Moderna Principal to ensure ELA and Math curricula and assessments are aligned to the Common Core State Standards&lt;br&gt;• All Academia Moderna teachers will participate in annual professional development on the implementation of the Common Core State Standards</td>
<td>• Academia Moderna professional development calendar&lt;br&gt;• Academia Moderna lesson plans&lt;br&gt;• Academia Moderna teacher roster, lesson plans, and daily class schedules</td>
</tr>
<tr>
<td><strong>3. Parental involvement</strong>&lt;br&gt;Parental involvement, including parent participation and efforts to seek parent input for decision-making</td>
<td>• Academia Moderna will provide opportunities for parent involvement through committees or volunteer opportunities&lt;br&gt;• Academia Moderna will have at least 2 parents sitting on its Academic Moderna PTO and ELAC and SSC roster</td>
<td>• Academia Moderna will hold Parent Teacher Organization meetings once per month and at least 3 parent activities/events per semester&lt;br&gt;• Academia Moderna PTO agenda and minutes&lt;br&gt;• Academia Moderna parent event sign-in sheets&lt;br&gt;• Academia Moderna parent events calendar</td>
<td>• Academia Moderna parent events calendar&lt;br&gt;• Academia Moderna PTO calendar&lt;br&gt;• Academia Moderna PTO and ELAC and SSC roster</td>
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</tbody>
</table>
### 4. Pupil Achievement

Pupil achievement, as measured by all of the following, as applicable:
- **(A)** Statewide assessments
- **(B)** The Academic Performance Index
- **(C)** Percentage of pupils who have successfully completed courses that satisfy the UC/CSU or career technical education program requirements
- **(D)** Percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT
- **(E)** EL reclassification rate
- **(F)** Percentage of students who have passed an AP examination with a score of 3 or higher
- **(G)** Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program

- **Academia Moderna students**, in all applicable grade levels, will score at an equal or higher proficiency rate than local surrounding schools in ELA/Literacy and Math in:
  - **(A)** Statewide assessments
  - **(B)** Academic Performance Index
  - **(D)** Percentage of EL pupils who make progress toward English proficiency on CELDT
  - **(E)** EL reclassification rate

- **Academia Moderna will provide instruction conducive to student learning with appropriate CCSS instructional materials throughout school year**

- **Academia Moderna will meet the annual academic targets as mandated by the CA State Board of Education**

- **Academia Moderna education leaders will regularly review progress towards targets**

- **Academia Moderna will be held to the same accountability standards as District schools and will advance 50% of all EL students to one performance level each year per CELDT and reclassify 18% to “Fluent English Proficiency”**

- **APS Sup. and Academia Moderna Principal will provide additional supports and interventions, as needed, such as in-class support, SDAIE and ELD strategies, and or RTI**

- **Academia Moderna students, including all subgroups, will**
- **All academic content areas will be available to all students, including all subgroups, will**

- **APS, Academia Moderna PTO and ELAC and SSC meeting minutes**

### 5. Pupil Engagement

Pupil engagement as measured by all of the following, as applicable:
- **(A)** School attendance rates
- **(B)** Chronic absenteeism rates
- **(C)** Middle school dropout rates (not applicable)
- **(D)** High school dropout rates (not applicable)
- **(E)** High school graduation rates (not applicable)

- **Academia Moderna will set and strive for a high ADA rate (93%+) to meet targets in the following areas:**
  - **(A)** School attendance rates
  - **(B)** Chronic absenteeism rates

- **Academia Moderna will provide a safe, nurturing and positive learning environment with consistent information on the importance of school attendance to students and parents**

- **Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to current students**

- **Monthly and annual absence reports from our Student Information System, Power School.**

### 6. School Climate

School climate, as measured by all of the following, as applicable:
- **(A)** Suspension rates
- **(B)** Expulsion rates
- **(C)** Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

- **Academia Moderna will set and strive to meet and decrease targets in the following areas:**
  - **(a)** Suspension rates

- **Academia Moderna will assess Suspension policies annually and will formally administer feedback survey from students and families annually to make necessary changes**

- **Academia Moderna will set and strive to meet low targets in the following areas:**
  - **(b)** Expulsion rates

- **Academia Moderna will assess Expulsion policies annually and will formally administer feedback survey from students and families annually to make necessary changes**

- **Academia Moderna will set and strive to meet and lower targets in the following areas:**
  - **(c)** School satisfaction scores
  - **(d)** Unexcused Absence

- **Academia Moderna will assess Unexcused Absences on a weekly basis and will forward Satisfaction Survey to parents, students and teachers bi-annually**

- **Academia Moderna monthly and annual suspension and expulsion reports, such as SARC, Welligent, CALPADS**

- **Academia Moderna monthly and annual suspension and expulsion reports, such as SARC, Welligent, CALPADS**

- **Academia Moderna monthly attendance reports and biannual Satisfaction Survey reports**

### 7. Course Access

The extent to which pupils have

- **Academia Moderna students, including all subgroups, will**
- **Student, teacher, course, and grade level schedules as**

### 8. Other Local Measures

- **(A)** Suspension rates
- **(B)** Chronic absenteeism rates
- **(C)** Middle school dropout rates
  - **(D)** High school dropout rates
  - **(E)** High school graduation rates
  - **(G)** Percentage of pupils who have passed an AP examination with a score of 3 or higher
access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (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)

<table>
<thead>
<tr>
<th>8. Pupil outcomes</th>
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</thead>
<tbody>
<tr>
<td>Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(l), inclusive, of §§1220, as applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have access to and enroll in our broad educational program as outlined in the school's approved charter</td>
<td>including student subgroups, at all grade levels</td>
<td>indicated in approved charter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>• High Academic Achievement</th>
<th>• Academia Moderna students develop a deep understanding, mastery and application of important concepts that propel inquisitive life-long learning and will reach high levels of academic achievement</th>
<th>• Internal diagnostic and 4sight benchmark reports; CalMAPP reports; classroom-level reports with disaggregated data and reports for all subgroups; CELDT; IEP reports; student ILPs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Common Core Standards-based instruction</td>
<td>• Academia Moderna provides a school model where students acquire and practice a range of essential skills that are CA CC standards based</td>
<td>• Charter petition and classroom work plans; IB Organization audit and Authorization; project-based assessments; portfolios</td>
</tr>
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<td></td>
<td>• Positive Students Character Development</td>
<td>• Academia Moderna implements the IBPYP scope and sequences, merging the CA Common Core Standards and district policies, to develop and use the best instructional practices that meet the varied needs of all students</td>
<td>• Charter School master schedule; charter petition and classroom work plans; IB Organization audit and Authorization</td>
</tr>
<tr>
<td></td>
<td>• Community Participation</td>
<td>• Academia Moderna conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB program is implemented</td>
<td>• Teacher observation; student ILPs; student self-assessment; student-led activities calendar</td>
</tr>
<tr>
<td></td>
<td>• Community Participation</td>
<td>• Academia Moderna provides a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the IB program is implemented</td>
<td>• Teacher observation; student ILPs; student self-assessment; student-led activities calendar</td>
</tr>
<tr>
<td></td>
<td>• Academia Moderna implements the IBPYP, which &quot;focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development&quot; with the assistance of staff, parents, and the larger community</td>
<td>• Event attendance log; Student surveys; Project-based assessments; community project surveys</td>
<td>• Teacher observation; student ILPs; student self-assessment; student-led activities calendar</td>
</tr>
</tbody>
</table>
**Instructional Methodology 1: High Academic Achievement through IBPYP**

The overarching umbrella that shapes our educational program into a cohesive, viable model is the International Baccalaureate Primary Years Program (IBPYP). The International Baccalaureate Organization (IBO) states it clearly with the following summary:

“The International Baccalaureate Primary Years Program (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.”

Its premise is based on thematic, inquiry-based units of instruction focused on structured questioning methods that promote higher-level questioning and global mindedness.

The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude and action. The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance, supported and balanced by six subject areas as outlined in the following visual representation.
Becoming authorized as an International Baccalaureate Primary Years Program (IBPYP) World School is an extensive and rigorous process, which takes several years of training to prepare teachers to organize and implement their own thematic units based on the “backwards design” model. From its inception, Academia Moderna has been working towards developing and implementing inquiry-based units in all grades with the goal of becoming fully IB authorized by the end of school year 2013-14 (see the Implementation Plan and Timeline at the end of Element 1 for more detail).

Inquiry: Learning to Ask Conceptual Questions
At the heart of the program’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Inquiry is the leading pedagogical approach of the PYP and “is the process initiated by the learner in which the teacher moves the learner from his or her current level of understanding to a new and deeper level of understanding. The PYP recognizes many different forms of inquiry, based on children's genuine curiosity and on their wanting and needing to know more about the world. It is most successful when children's questions are honest and have real significance in moving them in a substantial way to new levels of knowledge and understanding. The PYP states that the most penetrating questions are ones most likely to move the child's understanding further” (IBO, A Basis for Practice – The Primary Years). Academia Moderna will explicitly teach children to frame and express open-ended questions that provide the momentum to drive exploration and inquiry.

Interdisciplinary Thematic Units of Inquiry
There are six Interdisciplinary themes considered essential in the context of a program of international education. The six Interdisciplinary themes of global significance provide the framework for exploration and study:

1. Who we are
2. Where we are in place and time
3. How we express ourselves
4. How the world works
5. How we organize ourselves
6. Sharing the planet.

These themes:
- Have global significance for all students in all cultures
- Offer students the opportunity to explore the commonalities of human experience
- Are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to an Interdisciplinary model of teaching and learning
- Will be revisited throughout the students’ years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- Contribute to the common ground that unifies the curriculum in all PYP schools

Teachers are guided by these six Interdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries. It is critical to understand that each school must develop its own IBPYP Program of Inquiry based on
the needs of their student population, passions and knowledge of the teaching team, and the requirements of the Common Core State Standards.

Each of these themes will be built into interdisciplinary standards-based units, using a backwards-design planning process (see description below under “Standards-Based Instruction) that begins with the Common Core State Standards, and then integrates the themes. Sample thematic units can be found for each content area in Appendix L. Collectively, these units form an Interdisciplinary, coherent, school-wide component of the PYP program of inquiry. The following Program of Inquiry is Academia Moderna’s Program of Inquiry.

Academia Moderna SCHOOL-WIDE PROGRAM OF INQUIRY

<table>
<thead>
<tr>
<th>Grade</th>
<th>Who are we</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the planet</th>
</tr>
</thead>
</table>
| K     | Central idea: The groups we are part of shape who we are.  
Key concepts: reflection, responsibility  
Related concepts: friendship  
An inquiry into...  
- membership  
- responsibilities  
- conflict resolution | Central idea: Historical events have impacted our world.  
Key concepts: change, connection  
Related concepts: culture, influence  
An inquiry into...  
- Cultural celebrations  
- Simplicities/differences from the past and present  
- The impact of influential people | Central idea: Humans use symbols as a form of communications.  
Key concepts: function, form, responsibility  
Related concepts: communication, culture, self-expression  
An inquiry into...  
- Types of symbols  
- Uses of symbols  
- The meaning of symbols | Central idea: Living things have physical characteristics that enable their survival.  
Key concepts: causation, form  
Related concepts: structure, categorization  
An inquiry into...  
- Plant structures  
- Animal structures  
- Defense mechanisms | Central idea: People contribute to the structures and function of communities.  
Key concepts: perspective, connection  
Related concepts: interdependence, relationships, conflict/cooperation, teamwork  
An inquiry into...  
- Jobs  
- Relationships in our community |

| 1     | Central idea: Culture, community, personal and spiritual beliefs define our individuality.  
Key concepts: perspective, connection  
Related concepts: beliefs, subjectivity, community  
An inquiry into...  
- Community  
- Influence  
- Cultural celebration  
- Personal and spiritual beliefs | Central idea: People, places, and things change over time.  
Key concepts: change, connection  
Related concepts: environment, location, communities  
An inquiry into...  
- Environmental changes  
- Technological changes  
- Lifestyle changes | Central idea: The written word allows people to express how they feel.  
Key concepts: perspective, connection  
Related concepts: beliefs, opinion, subjectivity  
An inquiry into...  
- Genre of writing  
- Author’s purpose  
- The reader’s response to writing | Central idea: We can observe, measure, and describe different weather patterns.  
Key concepts: causations, weather, function  
Related concepts: sequence, pattern, consequences  
An inquiry into...  
- Types of weather  
- Effects of weather  
- The ways weather is recorded and reported | Central idea: Governments have systems that determine citizen’s rights and responsibilities.  
Key concepts: function, responsibility  
Related concepts: environment, citizenship  
An inquiry into...  
- Government systems  
- Citizen rights  
- Citizen responsibilities | Central idea: Living things depend on their habitat.  
Key concepts: change, connection  
Related concepts: transformation, sequence  
An inquiry into...  
- Habits  
- Animal needs |
| Page | Central idea: Who we are is characterized by external influences and personal choices.  
Key concepts: reflection, causation  
Related concepts: community  
An inquiry into...  
- Environmental Influence  
- Human Influence  
- Personal choices  |
|---|---|
| Central idea: Human and physical geography influence each other and are influenced by each other.  
Key concepts: form, change, Related concepts: structures, adaptation  
An inquiry into...  
- Earth's geography  
- Land use  
- Human impact on geography  |
| Central idea: People show expression through different means.  
Key concepts: perspectives, form, reflection  
Related concepts: communication  
An inquiry into...  
- Methods of expression  
- Reasons for expression  
- Outcomes of expression  |
| Central idea: The classification of cycles, patterns, and specimens allows scientists to predict and explain.  
Key concepts: function, change  
Related concepts: cycles, growth, patterns  
An inquiry into...  
- Living cycles  
- Nonliving cycles  
- Fossils  |
| Central idea: Economic systems are based on consumption and production.  
Key concepts: responsibility, connection  
Related concepts: initiative, interdependence  
An inquiry into...  
- Goods  
- Services  
- The independence of goods and services  |
| Central idea: Interaction between groups can lead to conflict and resolution.  
Key concepts: causation, responsibility  
Related concepts: conflict, interdependence  
An inquiry into...  
- Reasons for interacting  
- Outcomes of interactions between groups  
- Conflict resolution  |

| Where we are in place and time  
An inquiry into...  
- Geographical locations may influence lifestyles.  
- Key concepts: form, function  
- Related concepts: similarities, differences, culture  
An inquiry into...  
- Geographic influences  
- Resources that influence health  
- Climatic influences  |
| Central idea: Communities change across time.  
Key concepts: Change, reflection  
Related concepts: similarities, differences, adaptation, growth, transformation  
An inquiry into...  
- Phases of communities  
- Human adaptations  
- Impact of changes in communities  |
| Central idea: Humans share their beliefs and values through various forms.  
Key concepts: perspective, reflection  
Related concepts: beliefs, interpretation, behavior, culture, creativity  
An inquiry into...  
- Art  
- Dance  
- Story telling  |
| Central idea: Scientists investigate the relationships within the solar system.  
Key concepts: connection, causation  
Related concepts: relationships, interaction, movement, transformation  
An inquiry into...  
- The stars' role in the solar system  
- Forms of energy and matter  
- Impact of a star on planets in a solar system.  |
| Central idea: The decisions we make impact our lives.  
Key concepts: function, causation, responsibility  
Related concepts: consequences, impact, rights, values  
An inquiry into...  
- The impact of personal decisions  
- The impact of governmental decisions  
- The implementation of governmental decisions  |
| Central idea: Human actions impact the condition of all living things.  
Key concepts: responsibility, connection, change  
Related concepts: initiative, rights, relationships, interdependence  
An inquiry into...  
- Human uses of environment  
- The levels of human impact on environment  
- Environmental decisions influencing social relationship  |

| Central idea: Beliefs and values impact who we are.  
Key concepts: connection, perspective, reflection  
Related concepts: diversity, religion, migration  
An inquiry into...  
- The impact of beliefs on societies  
- The interaction between communities and individuals  
- Influence of beliefs and values on expression  |
| Central idea: Migration impacts communities.  
Key concepts: causation, perspective, connection  
Related concepts: migration/migration, consequences, communication, structure  
An inquiry into...  
- Migration  
- Immigrants impact on communities  
- Consequences  |
| Central idea: People use verbal and written forms of communication to express their ideas.  
Key concepts: change, connection, reflection  
Related concepts: role models, consequences, impact  
An inquiry into...  
- The inspiration for expression  
- Evolution of expression  
- Influence of  |
| Central idea: The natural forces of Earth bring change.  
Key concepts: causation, function, perspective  
Related concepts: consequences, sequences, pattern, impact  
An inquiry into...  
- The impact of the Rock Cycle  
- Processes and impact of weathering  
- The effects of natural disasters  |
| Central idea: Systems and decisions affect opportunities and social justice.  
Key concepts: responsibility, function  
Related concepts: government, behavior, systems, equality  
An inquiry into...  
- Functions of government  |
| Central idea: Organisms depend on many things to survive.  
Key concepts: change, connection, form  
Related concepts: adaptation, growth, transformation  
An inquiry into...  
- Types of organisms in the environment  
- Interdependence of living organisms  
- Adaptation of organisms to their environment  |
resulting from migration
expression from people in the past

Governance structures
The effects of social justice

An inquiry into...
Body structures
Decisions that affect the human body
Influences that affect the decisions we make

Central idea: People have different reasons to express themselves.
Key concepts: reflection, perspective,
Related concepts: cycles, interdependence, pattern

An inquiry into...
Matter of elements

Central idea: Power struggles cause change in all societies.
Key concepts: causation, change, perspective
Related concepts: conflict/cooperation, system, beliefs

An inquiry into...
The role of difference in political change
The role of disagreement in political change
The role of perspective in change

Central idea: Limited resources impact living conditions.
Key concepts: causation, change, responsibility, reflection
Related concepts: impact, adaptation, cycles, initiative, responsibility
An Inquiry into...
Finite resources
Providing equal access to finite resources
Impact of limited resources on communities

**International Baccalaureate and the Target Population**
An excellent example of the impact of the IBPYP on the academic success of a historically under-performing population is Willard Elementary in Pasadena, which is an authorized IBPYP school. The ethnic composition of this school consists of 69% Hispanic students, 6% African-American, 14% White, 8% Asian and 3% other. 83% of the students receive Free or Reduced Lunches. At Willard the 2012 school wide API was 869 and the school’s API has been rising for all subgroups since the introduction of the IBPYP. As evidenced by the API subgroup scores, this model has been proven to be successful for Hispanic students scoring 829 API and for economically disadvantaged students scoring 838 API and for English Learners scoring 815. The school has a statewide ranking of 8 and a similar schools ranking of 9. Academia Moderna expects that the implementation of the Primary Years Program will have a similarly positive impact on our target population.

<table>
<thead>
<tr>
<th>IB SCHOOLS</th>
<th># of Students</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Free &amp; Reduced Lunch</th>
<th>% White</th>
<th>% Asian</th>
<th>% Black</th>
<th>% Hispanic</th>
<th>% ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willard ES, PUSD</td>
<td>413</td>
<td>869</td>
<td>8</td>
<td>9</td>
<td>83</td>
<td>14</td>
<td>8</td>
<td>6</td>
<td>69</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>64</td>
<td>85</td>
<td>18</td>
<td>70</td>
<td>60</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>67</td>
<td>91</td>
<td>90</td>
<td>65</td>
<td>64</td>
<td>56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>API</td>
<td>839</td>
<td>947</td>
<td>973</td>
<td>851</td>
<td>838</td>
<td>815</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris ES, WVUSD</td>
<td>293</td>
<td>901</td>
<td>10</td>
<td>10</td>
<td>23</td>
<td>6</td>
<td>37</td>
<td>4</td>
<td>41</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>63</td>
<td>80</td>
<td>84</td>
<td>42</td>
<td>60</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>82</td>
<td>90</td>
<td>94</td>
<td>50</td>
<td>80</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>API</td>
<td>858</td>
<td>914</td>
<td>955</td>
<td>888</td>
<td>850</td>
<td>890</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Timetable for the application process**

The IBO must officially authorize any school wishing to offer the Primary Years Program to its students. Authorization is granted to schools that successfully complete the application process, by which schools present detailed plans and evidence that they are prepared and equipped to offer the PYP. This application process has three phases, the duration of which may vary slightly from region to region. If successful, the application process results in the authorization of the school. Our plan is as follows:

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>DESCRIPTION</th>
<th>TIME REQUIRED</th>
<th>REQUIRED ACTIVITIES DURING PHASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consideration phase: feasibility study and identification of resources</td>
<td>Phase 1 begins with the first contact with the regional office, continues through the various listed activities, and concludes with the school making an informed decision to pursue an application. The school sends the PYP application form part A, supporting documentation and application fee to the regional office to request candidate school status and to start implementing the program on a trial basis.</td>
<td>Year 1 (2009-'10) Year 2 (2010-'11) Year 3 (2011-'12)</td>
<td>• Purchase relevant publications from sales and marketing department, IBCA. • Head of school/primary principal/others attend PYP introductory workshop. • Identify potential PYP coordinator. • Gain support from district superintendent, board of governors, head of school, teachers, parents (as applicable). • Start training activities. • Develop curriculum documentation for the trial implementation period. • After consultation with the regional office, visit an IB World School authorized to offer the PYP. • Submit PYP application form part A and supporting documents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 2</th>
<th>DESCRIPTION</th>
<th>TIME REQUIRED</th>
<th>REQUIRED ACTIVITIES DURING PHASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate phase: trial implementation period</td>
<td>This phase assumes that there is an understanding of the requirements of the program and a positive commitment to seek authorization. The school develops and implements a school-wide program of inquiry with corresponding curriculum documents. This phase involves the preparation of the PYP application form part B and required supporting documentation. A pre-authorization consultation visit by representative(s) of the IBO is required and may occur during this phase.</td>
<td>Year 3 (2012-'13)</td>
<td>• PYP coordinator/teachers/others attend PYP regional workshops or the school hosts an in-school workshop with IBO-approved trainers. • Engage with inquiry across the curriculum and develop program of inquiry. • Continue to develop appropriate curriculum documents to support the implementation of the program. • Prepare application materials using this guide and the PYP school guide to the authorization visit. • A pre-authorization/consultation visit may take place (at the discretion of the regional office).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3</th>
<th>DESCRIPTION</th>
<th>TIME REQUIRED</th>
<th>REQUIRED ACTIVITIES DURING PHASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final phase: school visit by an IBO visiting team</td>
<td>This phase involves the submission of PYP application form part B, the required supporting documentation and the application fee. A pre-authorization/consultation visit may occur during this visit. An authorization visit is carried out by an IBO visiting team.</td>
<td>Year 4 (2013-'14)</td>
<td>• Submit PYP application form part B. • Completed application package is reviewed by the regional office. • A pre-authorization/consultation visit may take place (at the discretion of the regional office). • Authorization visit by IBO visiting team. • Visiting team's report submitted to the regional office, reviewed and sent to the IBO director general for final decision.</td>
</tr>
</tbody>
</table>
**IB Academia Moderna Action plan**

**A: Philosophy**

The school’s educational beliefs and values reflect IB philosophy.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Date to be achieved</th>
<th>Person/group responsible for achieving this objective</th>
<th>Budgetary implications</th>
<th>Evidence of achievement or of progress towards achievement of the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school’s published statements of mission and philosophy align with those of the IB.</td>
<td>The school’s mission statement is aligned with the IB philosophy and is published in the Parent Handbook, Employee Handbook, and in the district approved charter.</td>
<td>Completed</td>
<td>Executive Director</td>
<td>N/A</td>
<td>Parent Handbook, Employee Handbook, and charter</td>
</tr>
<tr>
<td>The governing body, administrative and pedagogical leadership and staff demonstrate understanding of the IB philosophy.</td>
<td>The governing board has received reports from the executive director and principal about the philosophy and implementation of IB. Executive Director, Principal, IB Coordinator, and all teachers have attended an IB sponsored category 1 training. The school will continue to send 1-2 teachers to Category 2 and eventually Category 3 trainings per year. The school will immediately send newly hired teachers to initial IB sponsored category 1 trainings. All faculty will attend professional development held by the IB Coordinator. Faculty and staff visited 2 authorized IB World Schools and will continue to visit other IB World Schools.</td>
<td>Ongoing</td>
<td>Principal/Executive Director</td>
<td>N/A</td>
<td>Board Minutes, Certificates of Attendance for category 1 trainings, Certificates of Attendance, PowerPoint Presentation, Sign-In Sheets</td>
</tr>
<tr>
<td>The school community demonstrates an understanding of, and commitment to, the programme(s).</td>
<td>Teachers attended and will continue to attend IB sponsored trainings to gain understanding of the programme. The school will hold parent workshops about the PYP. One workshop has already been held (2/2012) and parent education will continue. Teachers, IB coordinator, and principal take part in developing the Programme of Inquiry as a whole staff. Teachers will work collaboratively to plan the transdisciplinary units, use inquiry-based practices to deliver instruction, and reflect on each unit.</td>
<td>2011-2012, ongoing</td>
<td>Principal, IB Coordinator, teachers</td>
<td>N/A</td>
<td>Certificates of Attendance, PowerPoint, Sign-in sheets, flyers</td>
</tr>
<tr>
<td>The school develops and promotes international-mindedness and all</td>
<td>Students are being introduced to Learner Profile attributes – one attribute a week</td>
<td>2012</td>
<td>Teachers &amp; IB Coordinator</td>
<td>N/A</td>
<td>Completed Programme of Inquiry, sign in sheets, Classroom posters and...</td>
</tr>
</tbody>
</table>
The school promotes open communication based on understanding and respect until all introduced. Learner Profile will be posted in each classroom and in common areas of the school. The POI will be posted in the main hallway of the school for all stakeholders to view. Citizenship awards are presented monthly with learner profile attributes spoken about during presentation of award.

The school promotes responsible action within and beyond the school community. Students will be recognized for taking action at school, home, or in the community. Teachers, staff, parents, and peers may submit “Caught in Action” recognitions that will be posted for the community to view. Teacher and student reflections based on action will occur during each unit of study.

The school places importance on language learning, including mother tongue, host country language and other languages. The school will hire a Mandarin teacher. Mandarin will be taught in grades K-5. Information going home to parents will be in Spanish (mother tongue) and in English. All presentations/workshops will also be in both Spanish and English. The school will add more Mandarin and Spanish books to its library. A Spanish language study group, formally exposing students to their home language, will be added to the After School Program.

B: Organization

B1: Leadership and structure

The school’s leadership and administrative structures ensure the implementation of the Primary Years Programme.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Date to be achieved</th>
<th>Person/group responsible for achieving this objective</th>
<th>Budgetary implications</th>
<th>Evidence of achievement or of progress towards achievement of the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme.</td>
<td>Monthly IB board reports will be prepared to share at board meetings.</td>
<td>Ongoing</td>
<td>IB Coordinator, Principal</td>
<td>N/A</td>
<td>Copies of board agendas and board minutes</td>
</tr>
<tr>
<td>The school has developed a governance and leadership structure that supports the implementation of the programme.</td>
<td>Identified and trained IB Coordinator Restructure school organizational map.</td>
<td>2012 2013</td>
<td>Principal</td>
<td>$699/training</td>
<td>Certificates of Attendance Organizational Map</td>
</tr>
</tbody>
</table>
The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme.

| Executive Director, Principal, and Coordinator attended Category 1 Administrator trainings. Coordinator attended Category 1 Teacher Training | 2012 | Principal | $2700 - Completed | Certificates of Attendance |

The school has appointed a programme coordinator with a job description, release time, support and resources to position.

| Coordinator appointed. Issued job description. IB Committee with teachers created. A resource budget will be established for the coordinator and teachers. | 2011 | Principal, Executive Director, Finance | Teacher Salary | Job description with release time Supply Budget |

The school develops and implements policies and procedures that support the programme.

| The school will develop language and assessment policies that are aligned with the IB philosophy. | 2012-2013 | Principal, IB Coordinator, IB Committee, and teachers | N/A | Finalized language and assessment policies |

The school has systems in place for the continuity and ongoing development of the programme.

| Teachers will participate in monthly staff developments. Teachers will be given weekly collaboration time. Begin sending teachers to Category 2 trainings. | Ongoing | Principal, IB Coordinator | $699/training Category 2 Trainings (12/13): 10x$699 - $6990 | Agendas, staff sign in sheets, unit planners, certificates of attendances. |

The school carries out programme evaluations involving all stakeholders.

| End of year parent evaluations will include a section on the PYP. Teachers are required to submit reflections on all transdisciplinary units taught. Students will reflect on the Units of Inquiry | 2014-2015 | IB Coordinator, principal | N/A | Results from surveys and reflections Unit planners Student portfolios |

B2: Resources and support

The school’s resources and support structures ensure the implementation of the Primary Years Programme.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Date to be achieved</th>
<th>Person/group responsible for achieving this objective</th>
<th>Budgetary implications</th>
<th>Evidence of achievement or of progress towards achievement of the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created budget for the implementation of the programme.</td>
<td>2012</td>
<td>Principal, Executive Director</td>
<td>See Budget (Chart 5)</td>
<td>Budget (chart 5)</td>
<td></td>
</tr>
<tr>
<td>The school provides qualified staff to implement the programme.</td>
<td>Principal is fully credentialed for Administration and Teaching. All teachers are Highly Qualified/Credentialed teachers.</td>
<td>Completed for current teachers. Ongoing for new hires.</td>
<td>Principal</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The school ensures that teachers and administrators receive IB-recognized professional development.</td>
<td>All current teachers have received Category 1 IB-recognized training.</td>
<td>2013-2014 Ongoing for new hires</td>
<td>Principal, IB Coordinator</td>
<td>$699/training Category 1 New Teachers (2013-2014) 7x$699=$4893</td>
<td>Certificates of Attendance</td>
</tr>
<tr>
<td>The school provides dedicated time for teachers’ collaborative planning and reflection.</td>
<td>A matrix has been created to ensure that teachers receive weekly time for collaborative planning and reflection of unit planners. Teachers meet weekly to create programme of inquiry.</td>
<td>2012 Completed</td>
<td>Principal, IB Coordinator, teachers</td>
<td>N/A</td>
<td>Matrix</td>
</tr>
<tr>
<td>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme.</td>
<td>The school currently offers an open air environment that allows for community enhanced approaches to the curriculum. Students have adequate resources and technology to access the curriculum. The school will be expanding its student population and thus requires construction during the 2013/2014 school year. During this time, the school will be a split campus under the same leadership structure.</td>
<td>2012 - 2014</td>
<td>Executive Director, Principal, teachers</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>The library-multimedia/resources play a central role in the implementation of the programme.</td>
<td>The school will continue to build its library collection to support the programme, Mandarin, and mother tongue.</td>
<td>2011 and ongoing</td>
<td>Library Committee, IB Coordinator</td>
<td>$10,000 (2012-2013) $5000 (2013-2014) Money raised from donations and book fairs</td>
<td>Library</td>
</tr>
<tr>
<td>The school ensures access to information on global issues and diverse perspectives.</td>
<td>Students can access global issues via Internet as well as textbooks. Other resources such as student magazines, newspapers, and library resources will be added to classrooms and central library.</td>
<td>2012 and ongoing</td>
<td>IB Coordinator, Principal, Teachers</td>
<td>$3000</td>
<td>Subscriptions to international magazines and IB World</td>
</tr>
<tr>
<td>The school provides support for its students with learning and/or special educational needs and support for their teachers.</td>
<td>The school has a full time resource teacher. It is contracted with outside agencies for speech, occupational therapy and school psychology services. Students receive services as needed.</td>
<td>Ongoing</td>
<td>Resource teacher, Principal</td>
<td>$90,000 for current year</td>
<td>IEPs</td>
</tr>
<tr>
<td>The school has systems in place to guide and counsel students through the programme. The student schedule or timetable allows for the requirements of the programmes.</td>
<td>Teachers and grade levels will create unit planners as the programme continues. Intervention staff will also incorporate needed facilitation of the programme.</td>
<td>Ongoing</td>
<td>Teachers/Intervention Staff/Coordinator/Principal</td>
<td>N/A</td>
<td>Completed unit planners</td>
</tr>
</tbody>
</table>
The school utilizes the resources and expertise of the community to enhance learning within the programme. The parent community is encouraged to complete parent volunteer hours. The PTO is active in its fundraising efforts. We will continue to establish community partnerships (City National Bank). Our School Board consists of volunteers from several diverse and professional areas of the community.

The school allocates resources to implement the Primary Years Programme exhibition. An exhibition budget will be implemented to provide resources. 2014-2015 Coordinator/Teachers TBD Final exhibition projects and reflections

### C: Curriculum

**C1: Collaborative planning**

Collaborative planning and reflection supports the implementation of the Primary Years Program.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Date to be achieved</th>
<th>Person/group responsible for achieving this objective</th>
<th>Budgetary implications</th>
<th>Evidence of achievement or of progress towards achievement of the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative planning and reflection takes place regularly and systematically.</td>
<td>A matrix has been created that reflects weekly collaboration time with grade levels.</td>
<td>2012, revised each year</td>
<td>Principal</td>
<td>N/A</td>
<td>Matrix</td>
</tr>
<tr>
<td>Collaborative planning and reflection address vertical and horizontal articulation.</td>
<td>A schedule has been created to reflect times that will allow for both horizontal and vertical collaboration time.</td>
<td>2012, revised each year</td>
<td>Principal</td>
<td>N/A</td>
<td>Schedule</td>
</tr>
<tr>
<td>Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences.</td>
<td>A binder and an electronic file of completed units will be created for easy access to all completed planners.</td>
<td>2012</td>
<td>Teachers, Coordinator</td>
<td>N/A</td>
<td>Completed binder</td>
</tr>
<tr>
<td>Collaborative planning and reflection is informed by assessment of student work and learning.</td>
<td>A schedule has been created to allow for grade levels and professional learning committees to analyze data and discuss student progress and learning.</td>
<td>2012, revised each year</td>
<td>Principal</td>
<td>N/A</td>
<td>School Calendar</td>
</tr>
<tr>
<td>Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.</td>
<td>Teachers will meet weekly in both IB planning times as well as professional learning communities to analyze data through formative and summative assessments to guide planning for both differentiation of instruction and intervention for all students acquisition of language standards and profile attributes.</td>
<td>2012</td>
<td>Teachers</td>
<td>N/A</td>
<td>Meeting minutes</td>
</tr>
</tbody>
</table>
Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences, is based on agreed expectations for student learning, and incorporates differentiation for students’ learning needs and styles.

**C2: Written curriculum**

The school’s written curriculum reflects IB philosophy.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Date to be achieved</th>
<th>Person/group responsible for achieving this objective</th>
<th>Budgetary implications</th>
<th>Evidence of achievement or of progress towards achievement of the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The written curriculum is comprehensive and aligns with the requirements of the programme and builds on students’ previous learning experiences.</td>
<td>Complete a Programme of Inquiry (POI) with entire staff to ensure alignment vertically and horizontally. Grade levels will complete 6 comprehensive unit planners based on the POI. These planners will allow for meaningful action, incorporate relevant experiences, promote students’ awareness of individual, local, national and world issues, give opportunities for reflection, and fosters the development of the IB learner profile attributes.</td>
<td>2012, 2013, revised each year</td>
<td>Principal, Coordinator, Teachers</td>
<td>N/A</td>
<td>The POI and completed unit planners</td>
</tr>
<tr>
<td>The written curriculum is available to the school community.</td>
<td>The completed (POI) will be posted in the school for all stakeholders to view. The 6 unit planners for each grade level will be compiled electronically and in a binder so the school community has easy access.</td>
<td>2012 ongoing</td>
<td>Coordinator, Teachers</td>
<td>N/A</td>
<td>POI and completed unit planners in binders</td>
</tr>
<tr>
<td>The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.</td>
<td>The ongoing development and revision of the POI will apply a scope and sequence to curriculum development and delivery throughout the school year.</td>
<td>ongoing</td>
<td>Coordinator, Teachers</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme.</td>
<td>Time will be allocated throughout the year to review and refine the POI and the unit planners.</td>
<td>ongoing</td>
<td>Principal, Coordinator, Teachers</td>
<td>N/A</td>
<td>Schedule of collaboration time</td>
</tr>
</tbody>
</table>

**C3: Teaching and learning**

Teaching and learning reflects IB philosophy.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Date to be achieved</th>
<th>Person/group responsible for achieving this objective</th>
<th>Budgetary implications</th>
<th>Evidence of achievement or of progress towards achievement of the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning aligns with the requirements of the PYP.</td>
<td>Teachers will continue to plan, develop and incorporate the five essential elements of the IBPYP through weekly grade-level planning and cross grade level collaboration about the POI.</td>
<td>Ongoing</td>
<td>Teachers</td>
<td>N/A</td>
<td>Unit planners</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>a. The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.</td>
<td>All teachers are credentialed and required to cover all core subjects within their self-contained classrooms which will be modified to meet the IBPYP model of transdisciplinary teaching and learning. All teachers give instruction in character and social responsibility daily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning.</td>
<td>The school ensures that personal and social education is the responsibility of all teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and learning engages students as inquirers and thinkers.</td>
<td>The development of unit planners will incorporate the facilitation of student inquiry and thinking in all curricular areas.</td>
<td>2012/2013 Revisions are ongoing</td>
<td>Teachers</td>
<td>N/A</td>
<td>Unit Planners</td>
</tr>
<tr>
<td>A. The school ensures that inquiry is used across the curriculum and by all teachers.</td>
<td>Planning will include scaffolding to promote ongoing growth upon a central idea. Students will be involved in decision making, through reflection on the areas of knowledge gained and still in need of further research.</td>
<td>Ongoing</td>
<td>Teachers</td>
<td>N/A</td>
<td>Unit Planners</td>
</tr>
<tr>
<td>Teaching and learning builds on what students know and can do, promotes understanding and practice of academic honesty, and supports students to become actively responsible for their own learning.</td>
<td>Through the use of the Unit Planners and the state standards, teachers will ensure that all students learning addresses these areas.</td>
<td>Ongoing</td>
<td>Teachers</td>
<td>N/A</td>
<td>Unit Planners</td>
</tr>
<tr>
<td>Teaching and learning addresses human commonality, diversity and multiple perspectives, the diversity of student language needs, including those for students learning in a language other than mother tongue, and it demonstrates that all teachers are responsible for language development of students.</td>
<td>Upon reflection of student assessment data, teachers will group and regroup to better meet the needs of students based on current need as identified by ongoing assessments.</td>
<td>Ongoing</td>
<td>Teachers</td>
<td>N/A</td>
<td>Unit Planners</td>
</tr>
<tr>
<td>Teaching and learning differentiates instruction to meet students’ learning needs and styles and incorporates a range of resources.</td>
<td>Students, upon reflection, will decide and enact action based on discovered need through research in a given area of study. This process will be facilitated and guided by the teacher as it develops.</td>
<td>Ongoing</td>
<td>Teachers</td>
<td>N/A</td>
<td>Work samples, student portfolios, presentation</td>
</tr>
<tr>
<td>Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students’ own needs and the needs of others.</td>
<td>Teachers will plan and provide opportunities for students to work independently and collaboratively.</td>
<td>Ongoing</td>
<td>Teachers</td>
<td>N/A</td>
<td>Work samples, student portfolios, presentation</td>
</tr>
</tbody>
</table>
## C4: Assessment

Assessment at the school reflects IB assessment philosophy.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Date to be achieved</th>
<th>Person/group responsible for achieving this objective</th>
<th>Budgetary implications</th>
<th>Evidence of achievement or of progress towards achievement of the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment at the school aligns with the requirements of the programme.</td>
<td>Assessments will be developed to align with the requirements of the programme.</td>
<td>2012</td>
<td>Teachers</td>
<td>N/A</td>
<td>Samples of assessments</td>
</tr>
<tr>
<td>The school communicates its assessment philosophy, policy and procedures to the school community.</td>
<td>The school will develop an assessment policy and will publish it in our parent handbook.</td>
<td>2013</td>
<td>Principal, Coordinator, Teachers</td>
<td>N/A</td>
<td>Finalized Assessment Policy</td>
</tr>
<tr>
<td>The school uses a range of strategies and tools to assess student learning.</td>
<td>Formative and summative assessments are in place in the forms of, quizzes, unit tests, benchmark assessments, reflections, and projects and presentations. These will be aligned with the requirements of the programme. Each student will create a living portfolio that will be modified and added to as they promote through the grade levels of the IBPYP.</td>
<td>Ongoing 2013</td>
<td>Teachers, Students and teachers</td>
<td>N/A</td>
<td>Samples of assessments, Portfolios in classrooms</td>
</tr>
<tr>
<td>The school provides students with feedback to inform and improve their learning.</td>
<td>Students are currently supplied with growth data charts/graphs in all curricular areas of study, teacher comments on both ongoing and finished work, and teacher conferences.</td>
<td>Ongoing</td>
<td>Teachers</td>
<td>N/A</td>
<td>Work samples</td>
</tr>
<tr>
<td>The school has systems for reporting student progress aligned with the assessment philosophy of the programme.</td>
<td>Students are supplied a standards based report card which will be modified to include IBPYP attributes in the comment section. An assessment program and policy will be created that aligns with the IB learner profile attributes.</td>
<td>2013</td>
<td>Principal, Coordinator, Teachers</td>
<td>N/A</td>
<td>Report card samples</td>
</tr>
<tr>
<td>The school analyzes assessment data to inform teaching and learning.</td>
<td>Teachers are involved in weekly IB collaboration meetings and monthly Professional Learning Communities to study and analyze student data and development of plans to meet student needs.</td>
<td>Ongoing</td>
<td>Teachers</td>
<td>N/A</td>
<td>Meeting minutes</td>
</tr>
<tr>
<td>The school provides opportunities for students to participate in, and reflect on, the assessment of their work.</td>
<td>Students reflect during teacher/student conferences on their progress.</td>
<td>Ongoing</td>
<td>Teachers, Students</td>
<td>N/A</td>
<td>Student Portfolios, Reflections, Report Cards</td>
</tr>
<tr>
<td>The school has systems in place to ensure that all students can demonstrate</td>
<td>The school will develop systems to facilitate exhibition of learning through deliberate scheduling and development</td>
<td>2015</td>
<td>Principal, Coordinator, 5th grade teacher</td>
<td>TBD</td>
<td>Exhibition schedule and protocols</td>
</tr>
</tbody>
</table>
Instructional Methodology 2: Standards-Based Instruction

Aligned with the six Interdisciplinary themes outlined above, every grade level teaches to these six subject areas:
1. language
2. social studies
3. mathematics
4. arts
5. science and technology
6. personal, social and physical education

Academia Moderna acknowledges the importance of the traditional disciplines of particular subject domains: language; mathematics; social studies; arts; science and technology; and physical education. The knowledge and skills that constitute the essence of each of these subject domains becomes the framework, or scope and sequence which set out the overall expectations for each subject within each grade level each year.

Academia Moderna’s scope and sequence will be designed around the school’s Program of Inquiry under the framework of the International Baccalaureate program and will be aligned with California Common Core State Standards. Training in the coordination and implementation of the CCSS will be ongoing and will commence prior to the start of the academic school year. As the IBPYP continues in development, the CCSS will serve as a foundation for the development of each component of the IBPYP. In all content areas, the pacing plan will be developed based on a systematic prioritization and clustering of the Common Core State Standards. As teachers develop their Program of Inquiry within and across grade-levels, special concern will be given to plan and introduce concepts at the most appropriate grade level. It is the goal of Academia Moderna to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of inquiry, teachers will look at their own grade level standards, in addition to the standards of the grades above and below them. (See the section on professional development for a description of how teachers will be trained and supported to do this work.)

Specifically, faculty will be trained to: (1) design standards-based instruction (using the principles of backwards design), (2) align appropriate assessments to the standards, (3) implement instructional activities that are aligned to standards and reflect research-based best practices including strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock, and 4) analyze student achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley, which indicates that these design strategies have proven to be successful in closing the achievement gap between higher and lower socio-economically disadvantaged students as well as our target population. The following provides a
detailed description of the standards-based instructional design process to be implemented at Academia Moderna.

Backward Design is an instructional design method with a strong research base currently being employed in efforts to reform educational curricular development across the nation, originally published in “Understanding by Design,” by Grant Wiggins and Jay McTighe. This method of instructional planning is one in which teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. There are four distinct stages to the backwards design process that Academia Moderna will use. The four stages are as follows:

**Stage 1: Unpacking and Prioritizing Common Core State Standards**
Teachers and administrators will apply specific tools necessary to “unpack” and prioritize CCSS. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).

- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
  - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
  - Percentage of questions from the STAR exam (CalMAPP, CELDT, CMA, CAPA and eventually the Smart Balanced Assessment) that relate to each strand of the standards (this will be tied to creating assessments)
  - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

**Stage 2: Aligning Assessments (formative and summative) to Common Core State Standards**
Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. To determine the effectiveness of assessments, one must consider multiple outcomes through multiple measures. Effective assessments will show a general outcome when compared and correlated with each other. Students at Academia Moderna are afforded the opportunity to partake in multiple assessment strategies to ascertain a more defined outcome as to levels of progress. These compared outcomes then help to decide a path of intervention and enrichment based on levels of need identified through the comparison of the outcomes of multiple assessment approaches. Specifically, teachers will:
• Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)

• Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)

• Match an appropriate assessment method to each standard

• Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners
Teachers will design innovative instructional strategies by:

• Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)

• Writing effective standards-based lesson plans

• Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles.

• Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)

All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:

• collaborative investigations and demonstrations
• mini-lessons that address specific skills within the context of larger projects
• giving guidance and adequate time to self-reflect and self-assess
• authentic assessments
• direct instruction
• research based projects
• cooperative group work and projects
• inter-disciplinary approaches to curriculum
• the presentation of clearly defined “Learning Targets” for all students by all teachers
• rubric self-assessment
• the involvement of community members and educational partners in instructional presentation
• mentoring program
- peer study groups

*Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness*

Teachers will analyze achievement outcomes by:

- Using professional learning communities to collaborate on lesson planning and delivery
- Examining student work
- Analyzing achievement data from in-house and state-mandated tests

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels at Academia Moderna. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The backward design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

*Scope and Sequence and Curriculum*

The next section provides a brief description of each core content area, and a scope and sequence of detailed learning objectives for each area are found in Appendix K. Furthermore, sample standards based units in each content area can be found in Appendix J. As stated earlier, teachers utilize an interdisciplinary approach, in a standards-based system, supported by the instructional strategies described above. Each grade level has a developed pacing plan that encourages a vertically planned curriculum with consistent goals for K-5 (refer to Appendix J). Teachers meet on a regular basis to evaluate the effectiveness of the curriculum. Academia Moderna reserves the right to modify the instruction program where necessary to serve the needs of the school community.

*Reading - Core*

A primary goal of the program at Academia Moderna is to encourage students to value reading as a source of information and as a stimulating pastime. Students’ love of reading will encourage their growth as readers and writers. The National Reading Panel, in a comprehensive study, found five general areas of reading instruction, which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Using a balance of whole group instruction, guided instruction in small groups, and independent practice, teachers will develop these skills in students in a developmentally appropriate manner, supporting the individual needs of every student.
There is a strong emphasis on phonics and phonemic awareness in the primary grades where students are “learning to read”. Examples of instructional strategies that promote phonics and phonemic awareness include daily chants/songs using sound-spelling cards, word sorts, Making Words through manipulation of word cards, and oral blending and segmentation. In accordance with these methodologies, the faculty at Academia Moderna will use the Imagine it! series by SRA to develop a strong phonemic foundation, conductive to learning to read, especially for ELL students. In the upper grades, instructional focus shifts from “learning to read” to “reading to learn”, with an increased emphasis on comprehension strategies. Students create meaning from what they read using the following comprehension strategies; predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing. The Imagine it! series scaffolds these strategies with each year and each grade level. The Language Arts program will be supplemented with grade-level appropriate literature, which ties into the thematic units designed by the IBPYP. In addition, the themes from open court units will be integrated into the thematic units used within the IB program. Many of the Imagine it! unit themes will be the basis for unit investigations in which the students will continue to enhance their interest in reading throughout the grade levels. Students will learn to incorporate reading into their daily lives, as required by their studies, to enhance their knowledge and for recreation. Through many of their investigations, and through the implementation of the reading strategies, the students will become reflective and inquisitive readers.

Writing - Core
Writing instruction at Academia Moderna helps students figure out reading “from the inside out”. As children write, they use their letter-sound knowledge, develop knowledge they have read about, and practice the art of writing that they have analyzed in models that they have read. Children who write become more fluent in reading. Students in every grade level will have the opportunity to write in one or more of the four genres: narrative, expository, persuasive, and response to literature. The core of writing instruction is built on the steps of the writing process, i.e. brainstorming, drafting, revising, editing and publishing. Beginning in Kindergarten, teachers in every grade level guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes.

The writing program is based on the Imagine it! instructional program of spelling, grammar, and writing with a focus on inquiry-based themes. A supplemental text, the Step up to Writing Process is recursive; it is not a step-by-step process. The study of spelling, grammar, and sentence structure is reinforced daily and through weekly writing projects. We will adapt writing rubrics from these programs and use them to provide students with consistent and specific feedback on their writing with the ultimate goal to develop the mastery of the skills taught.

Math - Core
The goal of mathematics instruction is to produce students who are fluent with the basic skills of number sense, have built mathematical reasoning skills, and developed a strong math vocabulary. Within the context of the Common Core State Standards, students are constantly challenged to reason and communicate mathematically, in
addition to demonstrating proficiency in all required math standards. Specifically, teachers will focus on developing students' number sense and algebraic reasoning abilities. This approach is supported by the recently released, “Final Report of the National Mathematics Advisory Panel” (USDE, 2008, p. 17). Even young students can begin to understand numbers conceptually, and can recognize relationships among mathematical concepts (Building a Foundation for Learning in the Elementary Grades, NCISLA VOL. 1, NO. 2, Fall 2000). According to research conducted at the University of Texas, Austin, “number sense not only leads to automatic use of math information, but also is a key ingredient in the ability to solve basic arithmetic computations.” (Gersten, 1999)

As a result, they are more prepared for the rigors of higher math. Important elements of number sense among young children include linking symbols to quantities, understanding part-to-whole relationships, and being able to make calculations with the same fluency that we stress in reading, so that they can devote more of their thinking to visualizing and tackling difficult word problems. The math program, which is spiraling, includes hands-on activities, classroom discussion about mathematical reasoning, and sufficient calculation practice to create a strong foundation for arithmetic operations. Students learn more profoundly the knowledge to conceptually understand arithmetic through differentiated instruction. Students will be involved with creative practices to internalize numbers and concepts through hands-on activities with manipulatives, and whole body learning, which meets the learning needs of all students.

**Science - Core**
Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the biological and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying. Our desired outcomes from science are an understanding of the process of scientific inquiry, curiosity about the world around them, skills to comprehend informational text, and increased self-esteem from producing a tangible work-product as a result of their understanding. The Science program is based on the FOSS series of science kits. These kits are compiled for each grade level to develop student investigation and experimentation. This is a hands-on approach to science. Each FOSS kit is used to incorporate IB themes, which are integrated throughout the curriculum.

Through the thematic teaching approach, teachers will incorporate the interdisciplinary units of inquiry within their science instruction. On a regular basis, students will make observations, and connections to the concepts learned through the FOSS science kits. For example, a first grader studying the butterfly life cycle will write in his/her science journal, illustrating and logging in the changes observed by the live cocoons that were delivered by the FOSS science center. This same student will also observe and log the growth of a kidney bean. The teacher will provide the framework for exploration and ask them to reflect on “How the world works”. This theme will be carried throughout the grade levels and thus further explored. A fifth grader would answer questions about “how the world works” when analyzing the life cycle of a mammal or a fern. Thus, the cores of science concepts are integrated thematically through all academic strands.
Social Studies - Core
Teachers will build upon students’ curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students including English Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. Content standards are encountered as integrated features of the humanities, geography, science, mathematics, language arts, and the visual and performing arts. Assorted activities found within absorbing units of study will accentuate the arts and use of technology while learning about themselves in the world. Teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. Teachers will also facilitate the exploration of values critical to understanding the democratic process.

Through the use of Scott Foresman’s Social Studies Series, key content outcomes for Social Studies include knowledge and cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies. Students will use the interdisciplinary themes from the IB program such as “Where we are in place and time” to further make connections about new concepts learned. For instance, through this unit they will explore personal histories and geography from local and global perspectives. A second grader must learn about the role that key figures have made in our lives such as Martin Luther King, Abraham Lincoln, Harriet Tubman, etc. A fifth grader must learn about the United States democratic system and key figures that are or have currently run in elections. The students can make connections throughout the grades through the use of these unit themes. Key skills we hope students to learn include the integration of multiple skills to solve a project-based problem, the ability to use informational text, mastery of academic vocabulary, and increased reading and writing skills.

Visual and Performing Arts – Non-core
The goal of the visual and performing arts program at Academia Moderna is to expose students to different art forms and encourage students to appreciate art as a form of communication. The strands or visual and performing arts are as follows: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.

The arts program is aligned with Common Core State Standards and integrated throughout the curriculum. Academia Moderna is committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression. By engaging in visual and performing arts, students enhance their knowledge of core academic subjects, apply critical thinking skills, and acquire artistic skill and style.

Physical Education and Health – Non-core
The goal of the physical and health education curriculum is to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. The physical education and health curriculum covers the following
strands: movement skills and knowledge, self-image and personal development, and social development.

The Common Core State Standards will be met through dance and other physical activities. The physical education program emphasizes individual motor skills, fitness and good sportsmanship. Students in grade 5 participate in the standardized performance test, the California Fitness Gram. Standards-based, age-appropriate health education lessons are incorporated into the academic curriculum.

**Technology Integration and Skills**

Daily instruction in and with technology will prepare all students to manage the Smarter Balanced assessments as they are developed. Teachers develop and or present CCSS content focused, technology-driven tasks that will be aligned with the Smarter Balanced assessment system.

Technology integration in all course work will involve using computer technology to generate solutions to real world problems or tasks. Projects will require students to demonstrate the ability to use technology for research, critical thinking, problem solving, decision-making, communication, creativity, innovation and assessments. Students will specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, e-mail and applications for presentations and graphics. Additionally, students will understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship.

**Textbooks and other Instructional Resources**

Academia Moderna is using of the following curricular materials for the core content areas. These materials have been selected based on an analysis of their alignment with Common Core State Standards, the available assessment and universal access resources that accompany each program, and their fit with the school’s instructional philosophy of a multi-cultural, inquiry-based approach.

All final decisions about curriculum will be made by a collaborative curriculum committee that will engage in a rigorous and timely curriculum review process.

**English Language Arts**

- McGraw Hill: *Imagine It!* (K-5 core)

**Mathematics**

- Pearson: *Envision* (K-5)

**Science**

- Harcourt Brace: *California Science* (K-5)  
- FOSS Science

**Social Studies**

- McGraw Hill Social Studies (California) (K-5)

**Transitional Kindergarten**

Transitional Kindergarten (TK) or SB 1381 changes the Kindergarten entry age in
California from five years old by December 2 to five years old by September 1 in 2014-15. (Kindergarten Readiness Act, Simitian, 2010). Transitional Kindergarten is year one of a two-year kindergarten experience. Transitional Kindergarten at Academia Moderna will provide our students the time necessary to develop the social, emotional, and academic skills needed to successfully complete Kindergarten.

Acadia Moderna will continue to provide facts about the law, resources, and additional information on local and statewide events and activities associated with Transitional Kindergarten. While TK is voluntary for children to attend, it is mandatory for schools and school districts to provide (Education Code Section 48000).

At Academia Moderna, TK students will be admitted into the conventional Kindergarten classes, which will include the same daily schedule. There will not be any transportation for TK students as there is no transportation for any other students. Kindergarten teachers will be given Professional Development training to better serve the TK students as well as committing teachers to take part in articulation meetings with Principal or school site Educational Leader. Board policies and procedures will be updated to reflect SB 1381.

## Academic Calendar and Schedules

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCHOOL DAYS</th>
<th>NON-INSTRUCTIONAL DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 4-8</td>
<td>0</td>
<td>Aug 7-8 Parent Orientation (evening); Aug 6-8 New Teach PD</td>
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<tr>
<td>Aug 11-15</td>
<td>4</td>
<td>Aug 11 All Teacher PD Aug 12 - 1st day of School</td>
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<tr>
<td>Aug 25-29</td>
<td>5</td>
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<tr>
<td>Sept 1-5</td>
<td>4</td>
<td>Sept 1 - Labor Day</td>
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<tr>
<td>Sept 8-12</td>
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<td>Sept 15-19</td>
<td>5</td>
<td>CELDT</td>
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<tr>
<td>Sept 22-26</td>
<td>5</td>
<td>End Progress Report Period</td>
</tr>
<tr>
<td>Sept 29-Oct 3</td>
<td>5</td>
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<tr>
<td>Oct 6-10</td>
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<td>Oct. 13-17</td>
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<td>Columbus Day</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td>Oct. 20-24</td>
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<tr>
<td>Oct 27-31</td>
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<td>Nov. 3-7</td>
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<tr>
<td>Nov 10-14</td>
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<td>Nov 10-13 Veteran’s Day break Nov 13 End of Prog. Report Period</td>
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<tr>
<td>Nov 17-21</td>
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<tr>
<td>Date Range</td>
<td>Days</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Nov 24-28</td>
<td>3</td>
<td>Nov 27-28 Thanksgiving Holiday</td>
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<tr>
<td>Dec 1-5</td>
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<td>Dec 8-12</td>
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<tr>
<td>Dec 15-19</td>
<td>4</td>
<td>Dec. 19 - Semester Break; Teacher work day</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
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**END OF FIRST SEMESTER**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Days</th>
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<tbody>
<tr>
<td>Dec 22-26</td>
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<td>Winter Break (Dec 24-25 Class. &amp; Admin Holidays)</td>
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<tr>
<td>Dec 29-Jan 2</td>
<td>0</td>
<td>Winter Break (Dec 31-Jan 1 Class. &amp; Admin. Holidays)</td>
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<tr>
<td>Jan 5-9</td>
<td>3</td>
<td>Jan 5-6 SB1193 Staff Development Days</td>
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<td>Jan 12-16</td>
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<tr>
<td>Jan 19-23</td>
<td>4</td>
<td>Jan. 19 M.L. King Holiday</td>
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<td>Jan 26-30</td>
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<tr>
<td>Feb 2-6</td>
<td>5</td>
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<td>Feb 9-13</td>
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<td>Feb 16-20</td>
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<td>Feb 16 - President's Holiday</td>
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<td>Feb 23-27</td>
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<td>March 2-6</td>
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<td></td>
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<tr>
<td>March 9-13</td>
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<td><strong>TOTAL</strong></td>
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<td>March 23-27</td>
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<td>March 30- April 3</td>
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<td>April 20-24</td>
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<td>End Progress Report Period</td>
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<tr>
<td>April 27 -May 1</td>
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<td>May 4-8</td>
<td>5</td>
<td>STAR Testing (5th grade Science)</td>
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<td>May 11-15</td>
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<td>May 18-22</td>
<td>5</td>
<td>CalMAPP Testing</td>
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<td>May 25-29</td>
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<td>May 25 – Memorial Day, CalMAPP Testing</td>
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<td>June 1-5</td>
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<td>CalMAPP Testing</td>
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<td><strong>TOTAL</strong></td>
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<td>End of Fourth Report Period</td>
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**END OF SECOND SEMESTER**
Bell Schedule and required instructional minutes

The daily schedules for all grade levels are listed below. The number of instructional minutes offered for all grades will meet or exceed the State’s requirements in Education Code Section 47612.5 (a)(1).

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of Instr. Minutes Per Other Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t.</th>
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<td>315</td>
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<td>255</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>182</td>
<td>36000</td>
<td>54390</td>
<td>18390</td>
</tr>
<tr>
<td>1</td>
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<td>345</td>
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<td>270</td>
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<td>0</td>
<td>0</td>
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<td>182</td>
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<td>59115</td>
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<td>2</td>
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<td>345</td>
<td>49</td>
<td>270</td>
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<td>182</td>
<td>50400</td>
<td>59115</td>
<td>8715</td>
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<tr>
<td>3</td>
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<td>133</td>
<td>345</td>
<td>49</td>
<td>270</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>182</td>
<td>50400</td>
<td>59115</td>
</tr>
<tr>
<td>4</td>
<td>Select Y/N</td>
<td>133</td>
<td>345</td>
<td>49</td>
<td>270</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>182</td>
<td>54000</td>
<td>59115</td>
</tr>
<tr>
<td>5</td>
<td>Select Y/N</td>
<td>133</td>
<td>345</td>
<td>49</td>
<td>270</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>182</td>
<td>54000</td>
<td>59115</td>
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<tr>
<td>6</td>
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<td>7</td>
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<td>-64800</td>
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<td>-64800</td>
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<td>0</td>
<td>64800</td>
<td>0</td>
<td>-64800</td>
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</tbody>
</table>

Bell Schedule Approach

The bell schedule described below reflects a thoughtful design intended to maximize the academic success of all students. Specifically, the plan is to have the core content areas taught at approximately the same time in all grade levels. This structure will allow for maximum flexibility in regrouping, peer tutoring, and other strategies to meet the needs of students at different levels of proficiency. Furthermore, in most grades (other than K) students receive two full hours of ELA, and 75 minutes of math instruction. This time allotment will allow teachers to differentiate, utilize small groups and centers, and engage students in deep, meaningful explorations of content. The ELA and Math blocks are scheduled early in the day to provide students with the most essential content during a time of day when they are most alert and productive. The Kindergarten model is equally academically rigorous, but broken up with appropriate exploration and playtime in order to ensure that the program is developmentally appropriate for students at that age. Additionally, all students receive science and social studies instruction on a regular basis, both of which are integral to the IB instructional philosophy of developing an internationally minded, well-rounded child.

A different bell schedule is provided for Wednesdays, which will be an early-release day used for teacher professional development and collaboration. Science and social studies will either alternate or be integrated into other parts of the curriculum on that day. As the school moves towards the IB model of fully integrated units, science and social studies will be integrated into math and ELA, and these time distinctions will
become less significant. The sample “Day in the Life” of an Academia Moderna student, below, illustrates how students will experience the daily schedule, and allows for inquiry-based, integrated teaching with robust intervention

**Physical Education and Art**

Teachers will integrate art instruction into their core content units at first. Eventually, as the school adopts the IB program, separate art classes may be made available to students. A physical education teacher will rotate through each grade level, providing valuable planning and collaboration time for teacher while their students are in PE. All students will receive PE a minimum of two times per week, mainly during science or social studies time. The goal of the school is to maintain uninterrupted periods of ELA of Math.

### K-5 Bell Schedule Monday, Tuesday, Thursday, Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
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</thead>
<tbody>
<tr>
<td>8:05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:10 - 9:50</td>
<td>ELA/ Writing</td>
<td>ELA</td>
<td>ELA</td>
<td>ELA/ Writing</td>
<td>ELA/ Writing</td>
<td>ELA/ Writing</td>
</tr>
<tr>
<td>9:50-10:10</td>
<td>Nutrition/ AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
</tr>
<tr>
<td>10:10-10:30</td>
<td>Math Centers</td>
<td>Writing</td>
<td>Writing</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
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<tr>
<td>11:45 -12:15</td>
<td>Science Centers</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
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<tr>
<td>1:30 – 2:15</td>
<td>PM Recess</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2:15 -2:35</td>
<td>Wrap-Up/ Reflection</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
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<tr>
<td>2:35-2:45</td>
<td>Dismissal</td>
<td>Wrap-Up/ Reflection</td>
<td>Wrap-Up/ Reflection</td>
<td>Wrap-Up/ Reflection</td>
<td>Wrap-Up/ Reflection</td>
<td>Wrap-Up/ Reflection</td>
</tr>
<tr>
<td>2:45</td>
<td>Dismissal</td>
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<td>Dismissal</td>
<td>Dismissal</td>
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<tr>
<td>3:00 – 4:30</td>
<td>After school support and intervention</td>
<td>After school support and intervention</td>
<td>After school support and intervention</td>
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### K-5 Bell Schedule Wednesday (Early Release Day)

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<td>8:10 - 9:50</td>
<td>ELA/ Writing</td>
<td>ELA</td>
<td>ELA</td>
<td>ELA/ Writing</td>
<td>ELA/ Writing</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9:50 - 10:10</td>
<td>Nutrition/ AM Recess AM Recess AM Recess</td>
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<td></td>
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<tr>
<td>10:10 - 10:30</td>
<td>Centers Writing Writing AM Recess AM Recess AM Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15 - 11:45</td>
<td>Lunch Lunch Lunch Lunch Lunch Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12:45 - 1:30</td>
<td>Dismissal Dismissal Dismissal Dismissal Dismissal Dismissal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td>Dismissal Dismissal Dismissal Dismissal Dismissal Dismissal</td>
<td></td>
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**Intervention and Extended Day Instruction: 3-Tier Response to Intervention**

To begin the cycle, we look at interim assessment data for students achieving far below their peers or not making enough progress in the classroom to catch up to their peers. Upon referral from the subject teacher for their educational or behavioral challenges, a Student Study Team (SST), consisting of the Principal, a peer teacher, and Resource Specialist, will write an Individualized Learning Plan for these students that details classroom modifications, as well as in school and after school intervention programs. These students will be placed in a Tier 3 grouping for further intensive interventions as decided by the SST, which will include computer lab on-line intervention program, such as Study Island. The bell schedule will be utilized to maximize the opportunities for regrouping students and providing targeted services and curriculum as needed. Students performing below grade level are reassessed in eight weeks to see if meaningful progress has been made. If so, interventions can be either stopped or modified as needed. If not, the Student Study Team will revisit and possibly revise the Individualized Learning Plan, and a second round of interventions begins. If the second round of interventions fail to help catch up the student, they may enter into the Special Education assessment process.
The process of looking at interim assessment data and formulating a proper ILP takes practice and will be the focus of both in formal professional development and ongoing collaborative discussions. Our teachers will spend a significant amount of time analyzing overall class performance to identify key instructional areas of focus for the whole class and for individual or small groups of students. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students’ problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

**Instructional Methodology 3: Character Development**

Academia Moderna will promote a culture of academic responsibility, which is a vital component of the PYP philosophy. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. This culture will emerge at the earliest ages as children begin to understand and act upon the following attributes of the Learner Profile.

*IB learners strive to be: Reflective, Inquirers, Communicators, Caring, Risk-takers, Thinkers, Balanced, Open-minded, Knowledgeable, and Principled. The*
vitality and energy of this educational model erupts from within the children as they identify within themselves these expectations of a “Learner.”

### IB Learner Profile

<table>
<thead>
<tr>
<th>Quality</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>Are Curious, Independent Learners; Love Learning</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Explore Concepts and Ideas, Acquire In-Depth Knowledge, Develop Understanding</td>
</tr>
<tr>
<td>Thinkers</td>
<td>Think Critically and Creatively; Make Reasoned, Ethical Decisions</td>
</tr>
<tr>
<td>Communicators</td>
<td>Understand and Express Ideas Confidently and Creatively; Work Effectively and Willingly in Groups</td>
</tr>
<tr>
<td>Principled</td>
<td>Act with Integrity and Honesty; Take Responsibility for Actions</td>
</tr>
<tr>
<td>Open-minded</td>
<td>Understand and Appreciate One’s Own and Others’ Cultures, Traditions, Perspectives</td>
</tr>
<tr>
<td>Caring</td>
<td>Show Empathy, Compassion, Respect Toward Others; Commit to Service</td>
</tr>
<tr>
<td>Risk-Takers</td>
<td>Approach Unfamiliar Situations With Courage and Forethought; Bravely and Articulately Defend One’s Beliefs</td>
</tr>
<tr>
<td>Balanced</td>
<td>Are Physically, Intellectually, Emotionally Balanced</td>
</tr>
</tbody>
</table>

Each pillar will be the focus of a particular time of the year (1-2 months) and will be integrated into the curriculum and addressed through school-wide assemblies, programs, and incentives for students who demonstrate those traits. Academia Modern will also pursue further staff and teacher training and curriculum resources on the PYP character education pillars.
Instructional Methodology 4: Community Participation

The IB cycle of action moves children from academic understanding to application and action within their world community. This cycle begins with comprehensive and empathetic learning as the students reflect upon their personal responsibility to what they now understand. This reflection leads to student-identified action, reaching out into their community through service. The interface of these five essential elements: concepts, knowledge, skills, attitudes, and action in combination give students the opportunity to:

1. gain knowledge that is relevant and of global significance
2. develop an understanding of concepts, which allows them to make connections throughout their learning
3. acquire Interdisciplinary and disciplinary skills
4. develop attitudes that will lead to international-mindedness
5. take action as a consequence of their learning

Community participation will occur within the curriculum and will be tied to content standards. All teachers will learn to integrate effective service learning into their interdisciplinary units so that by the third year of operation, every student is engaged in at least one curriculum-embedded community project per semester (see implementation timeline for details). The curriculum-based community study and participation will mirror social studies standards at each grade level, as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Social Studies Focus (standards)</th>
<th>Sample Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Students understand that being a good citizen involves acting in certain ways.</td>
<td>Students create art to post throughout the school that teaches others how to be responsible, generous, and kind.</td>
</tr>
<tr>
<td>1</td>
<td>Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the &quot;Golden Rule.&quot;</td>
<td>Students lead a school-wide Olympics/fundraiser in which they teach sportsmanship and fair play. Proceeds go to the school's PE program, or to a non-profit that focuses on health and fitness.</td>
</tr>
<tr>
<td>2</td>
<td>Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</td>
<td>Students create their own hero story by doing something good for other people in their communities, and writing about it.</td>
</tr>
<tr>
<td>3</td>
<td>Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</td>
<td>Students create a council that helps enforce school rules and mediate conflicts.</td>
</tr>
</tbody>
</table>
Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. Students either raise funds or go on a field trip to help preserve a natural feature in California (e.g. beach clean-up, park reforestation, etc.)

Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers. Students compare their study of territorial warfare to gang disputes and create gang prevention posters or PSAs.

Service projects will reflect the best practices in service learning identified by Youth Service California (www.YSCal.org), and implemented across the state:

**SEVEN ELEMENTS OF HIGH QUALITY SERVICE LEARNING:**

**Integrated Learning**
- The service-learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.
- The service informs the academic learning content, and the academic learning informs the service.
- Life skills learned outside the classroom are integrated back into classroom learning.

**High Quality Service**
- The service responds to an actual community need that is recognized by the community.
- The service is age-appropriate and well organized.
- The service is designed to achieve significant benefits for students and community.

**Collaboration**
- The service-learning project is a collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and recipients of service.
- All partners benefit from the project and contribute to its planning.

**Student Voice**
- Students participate actively in: choosing and planning the service project; planning and implementing the reflection sessions, evaluation, and celebration; taking on roles and tasks that are appropriate to their age.

**Civic Responsibility**
- The service-learning project promotes students’ responsibility to care for others and to contribute to the community.
- By participating in the service-learning project, students understand how they can impact their community.

**Reflection**
- Reflection establishes connections between students’ service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service-learning project.

**Evaluation**
- All the partners, especially students, are involved in evaluating the service-learning project.
- The evaluation seeks to measure progress towards the learning and service goals of the project.

### Examples of Community Service

<table>
<thead>
<tr>
<th>Scouting for food bank</th>
<th>Volunteering at Library</th>
<th>Mother’s helper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping teachers</td>
<td>Math tutor lab</td>
<td>Helping neighbors</td>
</tr>
<tr>
<td>Scout mulch deliveries</td>
<td>Computer Helper</td>
<td>Free yard work</td>
</tr>
<tr>
<td>Playing instrument in church</td>
<td>Face Painting at fair</td>
<td>Washing neighbors cars for free</td>
</tr>
</tbody>
</table>
H. Addressing the Needs of all Students

Socioeconomically Disadvantaged Students
As previously stated, Academia Moderna is designed to serve all students, including those who would be at risk of achieving below basic proficiency on state exams. Based on the surrounding elementary schools, our target population is 60% English Learner (“EL”) and 98% Free and Reduced Lunch (“FRL”). As discussed below, we will identify at-risk students based on the data collected through standardized tests scores, exiting records, services provided at their previous schools, interviews with their parents and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Please see the section in Student Outcomes on Measuring Student Progress for details on planned assessments. We believe that our students will progress from low-achieving to grade level proficiency and ultimately high-achieving during their time at Academia Moderna, over a three to five year period. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that Academia Moderna will have a majority of socioeconomically disadvantage students, who have unique academic challenges and come from varied demographic backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aide his process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

Student At-Risk of Low Achievement
Academia Moderna will screen the following data to identify at-risk students in accordance with the California and LAUSD guidelines:
Students scoring Basic, Below Basic, or Far Below Basic on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts

Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments. Please see the section in Student Outcomes titled Measuring Student Performance for more information on the assessment methodology to be used.

Students recommended for academic intervention.

Research indicates that children from low-SES households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier & Maczuga, 2009) Academia Moderna anticipates that 98% or more of our students will be eligible for free and reduced lunch and nearly 60% will be EL students, according to our enrollment patterns for the past 5 years. These challenges present the possibility that many of our students are considered “at-risk” of failing. Our core program is geared to assist students in these groups to achieve success. We will utilize strategies listed below to improve academic performance.

Strategies to Improve At-Risk Performance

1. Early Detection. Academia Moderna will use diagnostic assessments in Reading, Writing, and Math to help us identify struggling students within the first six weeks of school, and every quarter thereafter.

2. Individual Learning Plans. Academia Moderna will use the ILP system to track a student’s work over time for students falling below our academic expectations. The ILP will be used with at-risk students to allow teachers to collaborate on best processes, practices, and successful past interventions with this student. The ILP will be updated with objectives for students determined to be academically at-risk focused on allowing them to make expected grade-level gains.

3. Family Communication. We will inform the families as soon as it becomes apparent that a student is at-risk. Our parents sign a significant Commitment Letter (Appendix L), committing to help their student get through these times. We will share formal strategies parents can use at home to help their child. Letters will be sent home in English and in Spanish to meet the language needs of the parent.

4. Teacher Collaboration. Teachers will gather regularly, as Student Success Teams, to compare their student data, discuss student progress; determine the implementation of specific instructional strategies, interventions and enrichment to be used with each at-risk student.

5. Focused Instruction. The standard Academia Moderna instructional approach will be for teachers to plan their lessons to incorporate differentiated instruction for the various learning needs of students, who are striving towards different sub-goals in their development towards meeting the same overall grade-level standards. For example, in a Writer’s Workshop, there may be a group of second graders still working on the basics of capitalization and punctuation, while others will be focused on more advanced grammatical issues in their writing, such as
subject/verb agreement or plurals. Still others will be working on creating better Story Maps to make it easier for them to write a new story. By focusing on at differentiating instruction in each lesson, teachers will prompt themselves to customize parts of the lesson to the instructional needs of their students.

6. **Direct Intervention.** Despite the significant amount of individualization built into the Academia Moderna curriculum, some students may need more. Teacher Assistants, under the direction of the teacher and with oversight of the Principal, will provide direct intervention to the bottom quartile of our students during the after-school program each day.

7. **Ongoing Assessment.** Data is gathered both through frequent interim assessments performed in the subject areas. Teachers will have the tools they need to track all of their students and make sure they are not failing in the areas where they received intervention. The ILP will be updated to identify if intervention has been successful or if additional intervention is necessary.

8. **A Commitment to Each Student.** The Academia Moderna mission is to provide a world-class education to each student by educating all students to meet grade level standards by second grade and above grade level standards by fifth grade. Our staff will provide a structured instructional program that will help each student succeed in Math, Reading, and Writing.

**Gifted and High Achievers**

Ultimately, we expect that all students at Academia Moderna can achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on *Measuring Student Progress* for details on the means of assessment currently planned. Through the ILP process, advanced students will receive the same individualization that lower achievers receive. This individualization will be delivered in the small group work done in classrooms with teachers, and the group activities planned by teachers.

Our gifted students will benefit from the same practices, which are helpful to our struggling students. Because our internal systems measure student gains weekly and monthly, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages. Our interventions include:

1. **Early Detection.** Academia Moderna will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first six weeks of school and monthly thereafter. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used.

2. **Individual Learning Plans.** Academia Moderna will use the ILP system to track a student’s work over time for students achieving significantly above grade level. The ILP will be used with high-performing students to allow teachers to collaborate on best practices and successful past enrichment activities with these students. The ILP will be updated with objectives for students determined to be high-achieving to allow them to continue with their current above-average gains.
3. **Family Communication.** We will inform the families as soon as we are sure of the child’s performance. Our parents sign a significant Commitment Letter (Appendix S), committing to help their student. Parent letters will be written in the home language of the parent.

4. **Teacher Collaboration.** During Instructional meetings. Teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment.

5. **Focused Instruction.** The standard Academia Moderna instructional approach will be for teachers to plan their lessons to incorporate differentiated instruction for the various learning needs of students, who are striving towards different sub-goals in their development towards meeting above grade-level standards. By focusing on differentiating instruction in each lesson, teachers will prompt themselves to customize parts of the lesson to the advanced instructional needs of their students.

6. **Ongoing Assessment.** Data is gathered through frequent assessments performed in the subject areas. Teachers will be trained in our school-wide integrated SIS system that will allow teachers to gather, input and assess student information in real-time. This will facilitate the ongoing assessment of all students.

### English Language Learners

Academia Moderna will follow the LAUSD EL Master Plan and all applicable laws in serving its EL students. EL students at Academia Moderna will be served by full inclusion in the classroom with small group and individual customization in the classroom and through the after school program.

Academia Moderna will administer the home language survey upon a student’s initial enrollment into Academia Moderna (on enrollment forms). All students who indicate that their home language is other than English\(^1\) will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31\(^{st}\) until re-designated as fluent English proficient.

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

Pedagogically, we will integrate the English Language Development with California’s Common Core State Standards. The most important aspect of these standards in our opinion is to help the teacher level their instruction appropriately for children at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced stages during lesson

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\(^1\) The thirty-day testing timeline is for students entering a public school in California for the first time or who have never been CELDT tested. Students who have already been enrolled in a California public school who have also been CELDT tested will be tested on the annual schedule.
planning. In the Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing. Thus, much of our Literacy blocks in the early grades will be focused on oral language development and comprehension activities. We anticipate selecting one or more providers for vocabulary rich leveled readers that can help us use the context of a story to build the vocabulary of our Beginning ELs.

Oral Language will be part of our monthly evaluation of students. This assessment will be particularly critical to assessing the development of our ELs in early language acquisition stages, since poor oral comprehension and communication can limit reading comprehension and writing abilities. Please see the section in Student Outcomes titled Measuring Student Performance for more information on the assessment methodology to be used Measuring Student Progress later in this document.

In Science and Social Studies, we intend to focus on hands-on and project-based curriculum in order to build our students curiosity about these subjects. We will then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will make significant gains in their Science and Social Studies knowledge.

Structurally, Academia Moderna will run a Structured English Immersion, full-inclusion program for our EL students, as indicated by the LAUSD EL Master Plan. SDAIE strategies will be incorporated in all elements of curriculum delivery. EL students will not be in sheltered or bilingual instruction classes at Academia Moderna. From the first day of school, EL students will be immersed in English, with the Spanish language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. All Academia Moderna teachers will engage in professional development focused on English language development processes and strategies.

Students will receive a score identifying their English proficiency level according to the following five levels of proficiency based on ELD State Standards:

5. **Advanced**: “Communicates effectively with various audiences on a wide range of familiar and new topics.”

4. **Early Advanced**: “Begins to combine the elements of English language in complex, cognitively demanding situations.”

3. **Intermediate**: “Begins to tailor the English language skills they have been taught to meet their immediate communication needs.”

2. **Early Intermediate**: “Starts to respond with increasing ease to more varied communication tasks.”

1. **Beginning**: “May demonstrate little or no receptive or productive English skills.”
Our goal is to help our EL students make significant progress from levels 1, 2 and 3 into levels 4, 5 ultimately reaching redesignation. Our experience and research shows that once a child reaches the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work. In order to help our EL students to master listening, speaking, reading and writing in English by second grade, Academia Moderna students will be immersed in English. We believe that the most effective instructional approach for a school with a high EL population is to embed English Language Development (ELD) strategies in all aspects of the curriculum. The students will be given ample opportunity to listen, speak, read and write in English throughout the various academic subjects taught. Academia Moderna is currently investigating using Hampton Browns Into English! for early elementary EL students and Pearson Longman’s Shining Star for upper elementary EL students. These are both research-based ELD curricula, which have proven results with ELL students. Into English! provides younger students with the tools to access the core curriculum, and Shining Star helps older students develop content-area academic vocabulary. ELD instruction will take place throughout the subject areas and will receive greater focus during Language Arts. Students involved in intensive ELD instruction will receive instruction at a time that non-EL students are participating in independent work.

The LAUSD ELD Handbook will be used for curriculum planning. Academia Moderna teachers will be trained to use the English Language Development standards of the state. Where possible our teachers will participate in any available workshops organized by the Los Angeles County Office of Education or LAUSD for ELD teachers. Academia Moderna will follow the following steps in reclassifying English Language Learner students:

1) Review the annual CELDT results for English-language proficiency. In order to be reclassified, a student must meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. If the student meets this criterion, we will move on to the next step in the reclassification process otherwise the student will remain as an English learner.

2) The second step in the reclassification process is to review the comparison of performance in basic skills. This review focuses on the student’s results on the latest CalMAPP in English-language arts. If the student attains at least “basic” on the results of the latest CalMAPP we will move on to the next step in the decision process. If this criterion is not met, the student will remain an English learner.

3) Review teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school which include the student’s grades in English Language Arts. If the student attains a grade of at least “c” we will move on to the next step in the reclassification process. If not, the student will remain an English learner.

4) Receive parental opinion and consultation. If the student has satisfied all criteria for reclassification, then we will notify parent(s) and guardians of their rights to participate in the reclassification process. Finally, the student would be
reclassified to fluent English proficient (RFEP). As part of this process, parents and guardians are notified and school records are updated. RFEP students will be placed on a maintenance program and monitored for two consecutive years through benchmark and classroom assessments in Language Arts to be certain the student’s academic achievement and progress is continuing.

**English Learner Instruction**
Academia Moderna 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), Academia Moderna 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

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

Academia Moderna shall administer the CELDT annually in accordance with federal and state requirements.

Academia Moderna 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,

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

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

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

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately
identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District's brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

Modified Consent Decree Requirements

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

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

- **End of Year Suspension.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

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

- Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)
- Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

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

H. A Day in the Life
The daily life of an Academia Moderna student is structured so that he/she may be able to get the most out of what our school has to offer - a world-class education delivered through an integrated International Baccalaureate Middle Years Program and a Common Core State Standard-based curriculum.

The student we are shadowing, Jose, has a typical schedule for an Academia Moderna fourth grader. He arrives at school at 7:30 a.m. for breakfast. Today, two Academia Moderna Teaching Assistants are watching Breakfast and Recess. If Jose finishes breakfast in time, he can spend a few minutes on the playground.

At 8:05 a.m., Jose begins his day in Literacy Class. Reading lasts two hours, including 25 minutes of writer’s workshop every day. His teacher organizes her Literacy units around the IB areas of interaction, and focuses on helping Jose form and respond to thoughtful, higher order questions about the texts he is reading. Right now, they are in the midst of an integrated unit on the California missions and mission architecture (in conjunction with a geometry unit in math). Jose researches the mission in San Juan Bautista using the computers in the classroom. Another member of his group is working on writing up the research in a paper. A third is putting together a PowerPoint presentation for the class, while the fourth works on their scale model using basic geometric shapes and calculations. Jose wants to include a video he found on the web. Jose loves learning about the heritage of Mexican people in California.

After about 35 minutes of independent group work on their projects, the teacher gets the whole class together on the carpet to read a book on the missions. She has chosen a book that is a little bit difficult for Jose to understand, but he likes this book because he actually got a chance to read it the day before with one of the classroom Teaching Assistants, who helped him with some of the vocabulary he would need to understand. Children read the text to themselves out loud as the teacher walks around the room helping people who get stuck. The Teaching Assistant checks in with Jose as he reads a passage he had some trouble with the day before. She then brings the teacher over to hear him read that part independently. Jose feels really good that he could do it.
Then, everyone gets back together on the carpet and the teacher asks a lot of questions about what the story meant. The questions really make Jose think hard! In the final 45 minutes of class, the teacher breaks the class of 20 students into three groups. Two groups work on centers and one group sits with the teacher in a small group. Jose starts at a center working on reading lots of “ou” words and a concentration game matching “ou” words. Then he moves to a writing center where he works on taking his notes from the mission study into paragraphs and correcting his spelling and grammar. Finally, Jose spends about 20 minutes with the teacher. This is his favorite time, because they read books together that are exactly at his level. There are always a few words in each book that he doesn’t understand, but he can read them almost like he is speaking and when the teacher asks questions about the book, he can answer most of them.

At 10:10 a.m., Jose goes to recess. Sometimes he goes out to play soccer with his friends or just hang out. Today he’s going to his teacher’s homework help center because he missed the homework the night before.

At 10:30 a.m., Jose goes to his hour and 15 minute Math period. Jose always loves when they do Speed Math to practice their addition and subtraction, but his favorite part is when the teacher writes a word problem on the board and everyone works in groups to try to solve it. Jose is good at Math and his group often gets the right answer. They all spent time working on the scale models of the California missions, and even got to exchange models and check the math of their peers. At the end of the math period, Jose had to answer five short problems about scaling triangles and squares, and about equivalent fractions, which he found out are helpful for making scale models. He has to turn in those problems as his “ticket to lunch”. He’s worried he got two of the problems wrong, but he knows the teacher will go over the hard ones at the beginning of math the next day.

At 11:45 p.m., Jose goes back to class for science. He gets his hands dirty (literally) exploring and playing with different building materials (bricks, adobe, wood) and making predictions about how well each material will work for building missions. He knows all about the climate and ecosystem areas surrounding the Bautista missions, and he knows the building material has to keep the inside of the mission cool. He builds boxes out of each building material, puts a thermometer in each one, and sets them out where they will get sun. He’s going to measure the temperature 4 times a day for 3 days to see which one stays cooler. His hypothesis is that the adobe will work best, but his science partner thinks the bricks will do better. He’s excited to find out the results.

At 12:45 p.m., Jose goes to lunch. It’s good to be able to run around with his friends.

At 1:30 p.m., Jose’s class begins social studies. While some students continue to work on the mission projects, Jose and 6 of his classmates get a head start on the next day’s ELA lesson by reading the passages they will all be reading tomorrow. His Teaching Assistant has provided him with a Spanish-English glossary for some of the words in the story, and he is illustrating it, and then using the word in a sentence. Once he has
shown that he is ready to read the story, he rejoins his project group and works on the power point presentation they are putting together.

At 2:35, Jose and his classmates clean up and prepare for their daily reflection. Today their teacher has asked them to write about the kind of structure they live in, and what it’s made of. They have to think about whether their building materials help them stay comfortable and make the building safe. Part of his homework will be to find out exactly how the building was built, and to identify five geometric structures in the building.

At 2:45 p.m., it’s dismissal time and time for the after school Tutoring Center. As a fourth grader, Jose gets about forty minutes of homework each day and if he works hard he can finish it at school with the Teaching Assistant that helps in his class. Jose then has tutoring for half an hour to work on his Reading or Math. When Jose came to Academia Moderna, he had a very hard time reading, but now after half a year at Academia Moderna with all of the extra attention in class and in tutoring, his teachers say he is almost done with tutoring. This makes him happy, because it would give him more time to do some of the other fun activities that happen at Academia Moderna in the afternoon before his parents pick him up at 4:30.

**J. Recruiting Highly Qualified Teachers**

Academia Moderna teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act ("NCLB").

Accordingly, a teacher of the core academic subjects (ELA, Math, Science, Social Studies) must have:

1. a bachelor’s degree;
2. a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential;
3. demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC’s approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE").

Academia Moderna shall comply with Education Code Section 47605(I), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature
that charter schools be given flexibility with regard to non-core, non-college preparatory courses."

Teachers will be 100% CLAD certified or in the process of obtaining CLAD certification. See section D in Element 5 for more information on recruitment and retention strategies.

**K. Professional Development**

Academia Moderna will provide extensive professional development opportunities to our teachers and staff. Professional development will be based on collaboration and teacher leadership tailored to the needs of teachers and their students. Driven by school data, the Leadership Team will create a professional development based on responses to staff evaluations, teacher input based on students’ academic needs, feedback from grade level teams, and school initiatives such as standards-based instruction, IB, character education, and community participation.

Key elements of professional development at Academia Moderna include identifying instructional needs through data analysis, differentiated professional development for teachers at different levels of experience, and providing time and resources for teachers to share and reflect on best practices. Structured time for professional development and collaboration is built into the calendar through a weekly early release day (see the bell schedule for more information). Weekly meeting times will rotate between staff meetings, full staff professional development, and cluster meetings for grade level teams to look at student work together and modify instructional plans accordingly. In order to build in-house expertise on a variety of topics, money is allocated in the budget for teachers to attend outside workshops and institutes. Teachers are expected to bring knowledge and skills back and share with their colleagues.

### 2014-15 Professional Development Days:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 4, 2014</td>
<td>Orientation and team building</td>
</tr>
<tr>
<td></td>
<td>Faculty handbook</td>
</tr>
<tr>
<td></td>
<td>Grading policies</td>
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<tr>
<td></td>
<td>Teacher evaluation</td>
</tr>
<tr>
<td></td>
<td>ELL students</td>
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<td></td>
<td>Special Education students</td>
</tr>
<tr>
<td>August 5</td>
<td>Backward Design Day 1 (Standards)</td>
</tr>
<tr>
<td>August 6</td>
<td>Backward Design Day 2 (Assessment)</td>
</tr>
<tr>
<td>August 7</td>
<td>Backward Design Day 3 (Articulating expectations)</td>
</tr>
<tr>
<td>August 8</td>
<td>Character Education and Parent Orientation</td>
</tr>
<tr>
<td>August 11</td>
<td>Backward Design Day 4 (creating the learning environment/ classroom set-up)</td>
</tr>
<tr>
<td>January 5, 2015</td>
<td>Orientation and team building</td>
</tr>
<tr>
<td>January 6</td>
<td>IB Training</td>
</tr>
<tr>
<td>January 5</td>
<td>IB Training</td>
</tr>
</tbody>
</table>
Wednesdays – Proposed Monthly Professional Development Rotation:

- 1<sup>st</sup> Wednesday (whole staff): Focus on school/classroom student achievement data/examining student work, grading and reporting
- 2<sup>nd</sup> Wednesday (grade level teams): Collaborative planning on standards-based curriculum.
- 3<sup>rd</sup> Wednesday (individual): Goal setting, professional development conferencing (with Principal), planning time
- 4<sup>th</sup> Wednesday (varies): Focus on individual students (learning plans, SSTs, etc.)

**IB Implementation Professional Development**

As described earlier, all teachers receive ongoing training from the International Baccalaureate Organization as well as on-site expert driven training on how to implement the school instructional approaches such as backwards design and IB assessment and curriculum design. Below is our IB implementation professional development timeline:

<table>
<thead>
<tr>
<th>Building Phase</th>
<th>Consideration Phase</th>
<th>Candidate Phase</th>
<th>Authorization Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD Goal</td>
<td>Implement Year 1 educational program</td>
<td>Familiarize all stakeholders with PYP, plan for and begin implementation, garner support and make an informed decision to begin authorization process</td>
<td>Continue development of curriculum, phase in instruction, and keep parents informed and involved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Continuous process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academia Moderna</td>
<td>- Provide PD two weeks prior to school start on short and long-term goals&lt;br&gt;- Provide PD two weeks prior to school start and weekly on Y1 curriculum&lt;br&gt;- Appoint PYP coordinator&lt;br&gt;- Begin feasibility study strategic planning for IB program development, identify resource needs and sources, gain support of school community</td>
<td>- Send staff to Level 1 regional workshops (minimum: administrator, coordinator, one teacher from each grade level, one special area teacher)&lt;br&gt;- Begin vertical teaming and development of units of inquiry&lt;br&gt;- Complete and submit Part A of Application by May 1st or November 1st</td>
<td>- Implement strategic plan&lt;br&gt;- Update publications&lt;br&gt;- Attend Levels 1-3 workshops&lt;br&gt;- Work to attain PYP standards&lt;br&gt;- Continue curriculum development&lt;br&gt;- Complete program of inquiry&lt;br&gt;- Develop systems for ongoing discussion and monitoring progress&lt;br&gt;- Keep parents informed&lt;br&gt;- Optional school visits&lt;br&gt;- Complete Part B of Application&lt;br&gt;- Submit Part B upon recommendation of PYP advisor&lt;br&gt;- Continue all professional development&lt;br&gt;- Host authorization visit</td>
<td>- Submit work for external monitoring of assessment (optional except in year prior to evaluation)&lt;br&gt;- Continue all teacher Professional development&lt;br&gt;- Prepare for evaluation in three years and again every five years Thereafter</td>
</tr>
</tbody>
</table>
L. Implementation Plan and Timeline

As demonstrated in the implementation timeline, Academia Moderna is deeply committed to fulfilling every part of our educational program. At the same time, we recognize the need for a strategic and progressive approach that will ensure that all initiatives can be implemented effectively and with fidelity, without overwhelming the staff or students. For example, the process of becoming an IB certified school is time-consuming and complex, and we do not expect to be fully IB certified until our fifth year of operation at the end of calendar year 2013. However, the educational program will not wait for the fifth year to effectively meet the needs of all students. As early as year 1, we will make sure that all courses are standards-based, and that teachers are consistently employing effective research-based instructional strategies to reach learners at every level. IB is not the curriculum. IB is a philosophical approach to the curriculum that promotes high standards, international-mindedness, thematic integration, and rigorous assessment. Our educational program will demonstrate these values from day one, and as our teachers become trained in IB curriculum development and instruction, they will integrate those strategies into their existing standards-based repertoire.

Likewise, character education and community participation will begin as school-wide programs, and will be progressively integrated into the curriculum as teachers have increasing opportunities to engage in professional development and collaboration around these initiatives.
<table>
<thead>
<tr>
<th>Initiative</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IB</strong></td>
<td>Level 1 teacher training. Teachers have created at least one interdis. Unit.</td>
<td>Level 2 Teacher Training Assessments reflect IB criteria</td>
<td>All instructional units created reflect IB interdisciplinary approach</td>
<td>IB Consultant Visit and Application Review</td>
<td>IBO Visit and Authorization</td>
</tr>
</tbody>
</table>
| **CCSS-Based Instruction**     | **Instruction is standards-based in all content areas:**  
Teachers create annual standards-based pacing plans and units for at least one content area (math or ELA).  
Pacing plans for other content areas provided to teachers based on state-adopted curriculum and an analysis of state standards. | Teachers create and use annual standards-based pacing plans and units for at least three content areas (math, ELA, and one other).  
Other content areas guided by state-adopted curriculum.  
All teachers have unit boards and daily objectives posted and use those to frame instruction each day. | **Full Trial IB implementation:** Teachers implement and use annual standards-based pacing plans and units for all content areas (math, ELA, and one other). | | |
| **Character Education**        | Each of the six pillars of character is a focus for 1-2 months of the year:  
- A school bulletin board is dedicated to that pillar.  
- An assembly focuses on the character trait.  
- Students awards. | Year 1 initiatives continue.  
Each grade level integrates at least one pillar into their curriculum for a particular unit or set of units. | **Full Trial IB implementation:** Every teacher implements all six pillars into their curriculum, infused within several units and across content areas. | | |
| **Community Participation**    | Participation of community members into the school is established by creating a parent association, volunteer activities, community "adoption" drive, "open-house", field trips to local community organizations or institutions, such as the local fire station or library, among other activities to instigate community participation. | Year 1 initiatives continue.  
All teachers will integrate at least one service project into their curriculum. | **Full Trial IB implementation:** Year 1 initiatives continue.  
All teachers will integrate at least one service project per semester into their curriculum (serving the school or surrounding community).  
Each grade level will conduct a joint service project that impacts the community outside of the school. | | |
"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Cal. Ed. Code § 47605(b)(5)(B).

“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.” Cal. Ed. Code § 47605(b)(5)(C).

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

**A. Measurable Goals of the Educational Program**
Academia Moderna's annual pupil and school-wide goals to be achieved, pursuant to Education Code Section 47605(b)(5)(A)(ii), are described in the table below for the eight (8) State Priorities. This includes goals and specific annual actions to achieve those goals for all pupils and subgroups, as described in Education Code Sections 52052 and 52060(d). Notwithstanding, each of the goals may be revised by the APS Board of Directors, as described by changing state law, district policy or changes in charter school policies.
Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into —sub-priorities.

### Measurable Goals of the Educational Program (Eight State Priorities)

<table>
<thead>
<tr>
<th>PRIORITIES</th>
<th>GOALS</th>
<th>ACTIONS</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Basic Services</strong>&lt;br&gt;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)).&lt;br&gt;• Teachers are required to hold a valid CA Teaching Credential or working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing</td>
<td>• Alta Public Schools and Academia Moderna HR conducts credential review as part of teacher hiring process&lt;br&gt;• APS and Academia Moderna HR conducts regular audits of Charter School teacher credentials to ensure compliance&lt;br&gt;• APS and Academia Moderna HR informs credentialed staff when credentials are near expiration</td>
<td>• Initial and annual verification of core teacher credential as reported by the CA Commission on Teaching will show 100% of teachers holding adequate credentials&lt;br&gt;• Compliance documentation for Charter School Oversight Visit or annual SARC&lt;br&gt;• APS and Academia Moderna HR conducts regular audits of Charter School teacher credentials to ensure compliance&lt;br&gt;• Compliance documentation for Charter School Oversight Visit or annual SARC</td>
<td>&lt;br&gt;• APS and Academia Moderna HR conducts regular audits of Charter School teacher credentials to ensure compliance&lt;br&gt;• Compliance documentation for Charter School Oversight Visit or annual SARC&lt;br&gt;• APS and Academia Moderna HR conducts regular audits of Charter School teacher credentials to ensure compliance&lt;br&gt;• Compliance documentation for Charter School Oversight Visit or annual SARC</td>
</tr>
<tr>
<td>• Students have access to common core standards-aligned instructional materials as outlined in the petition</td>
<td>• Academia Moderna Librarian reviews count of Charter School instructional materials at the beginning of each school year</td>
<td>• School maintains Inventory List of instructional materials purchased and in stock. All instructional materials are common core aligned&lt;br&gt;• Approved Academia Moderna budget&lt;br&gt;• Approved Academia Moderna budget&lt;br&gt;• Approved Academia Moderna budget</td>
<td>&lt;br&gt;• School maintains Inventory List of instructional materials purchased and in stock. All instructional materials are common core aligned&lt;br&gt;• Approved Academia Moderna budget&lt;br&gt;• Approved Academia Moderna budget&lt;br&gt;• Approved Academia Moderna budget</td>
</tr>
<tr>
<td>• School facilities are maintained clean, safe and in good repair</td>
<td>• Daily general cleaning by custodial staff will maintain campus cleanliness&lt;br&gt;• Monthly and annual facility inspections will screen for hazards</td>
<td>• Daily cleanliness spot checks by School Administrators&lt;br&gt;• Site inspection documents by APS and LAUSD Site Visits and are in compliance or “good standing” measured by LAUSD or WASC</td>
<td>&lt;br&gt;• Daily cleanliness spot checks by School Administrators&lt;br&gt;• Site inspection documents by APS and LAUSD Site Visits and are in compliance or “good standing” measured by LAUSD or WASC&lt;br&gt;• Site inspection documents by APS and LAUSD Site Visits and are in compliance or “good standing” measured by LAUSD or WASC</td>
</tr>
<tr>
<td><strong>2. Implementation of academic content and performance standards</strong>&lt;br&gt;Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency&lt;br&gt;• Academia Moderna teachers will participate in annual PD on the implementation of Common Core and all performance standards for all core subjects as they are adopted by the state&lt;br&gt;• All students will gain academic content knowledge with the implementation of the CA Common Core State Standards in 2014-15 school year, including EL students gaining English language proficiency</td>
<td>• APS Sup. works with Academia Moderna Principal to ensure adequate budget for instructional materials&lt;br&gt;• All Academia Moderna teachers will participate in annual professional development on the implementation of the Common Core State Standards&lt;br&gt;• All Academia Moderna teachers will gain academic content knowledge with the implementation of the CA Common Core State Standards</td>
<td>• Approved Academia Moderna budget&lt;br&gt;• Academia Moderna professional development calendar&lt;br&gt;• Academia Moderna lesson plans&lt;br&gt;• Academia Moderna teacher roster, lesson plans, and daily class schedules</td>
<td>&lt;br&gt;• Approved Academia Moderna budget&lt;br&gt;• Academia Moderna professional development calendar&lt;br&gt;• Academia Moderna lesson plans&lt;br&gt;• Academia Moderna teacher roster, lesson plans, and daily class schedules</td>
</tr>
<tr>
<td><strong>3. Parental involvement</strong>&lt;br&gt;Parental involvement, including parent participation and efforts to seek parent input for decision-making&lt;br&gt;• Academia Moderna will provide opportunities for parent involvement through committees or volunteer opportunities</td>
<td>• Academia Moderna will hold Parent Teacher Organization meetings once per month and at least 3 parent activities/events per semester&lt;br&gt;• Academia Moderna will have at least 2 parents sitting on its parent committees or volunteer opportunities&lt;br&gt;• Academia Moderna will have at least 2 parents sitting on its parent committees or volunteer opportunities</td>
<td>• Academia Moderna parent events calendar&lt;br&gt;• Academia Moderna PTO agenda and minutes&lt;br&gt;• Academia Moderna parent event sign-in sheets&lt;br&gt;• Academia Moderna parent event sign-in sheets</td>
<td>&lt;br&gt;• Academia Moderna parent events calendar&lt;br&gt;• Academia Moderna PTO agenda and minutes&lt;br&gt;• Academia Moderna parent event sign-in sheets&lt;br&gt;• Academia Moderna parent event sign-in sheets</td>
</tr>
</tbody>
</table>
### 4. Pupil Achievement

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

- **Statewide assessments**
- **The Academic Performance Index**
- **Percentage of pupils who have successfully completed courses that satisfy the UC/CSU or career technical education program requirements**
- **Percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT**
- **EL reclassification rate**
- **Percentage of students who have passed an AP examination with a score of 3 or higher**
- **Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program**

<table>
<thead>
<tr>
<th>Input in Executive Committee and APS Board</th>
<th>Executive Committee and one (1) on its APS Board, (2) ELAC and SSC</th>
<th>APS, Academia Modena PTO and ELAC and SSC meeting minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academia Modena students, in all applicable grade levels, will score at an equal or higher proficiency rate than local surrounding schools in ELA/Literacy and Math in:</td>
<td>• Academia Modena will provide instruction conducive to student learning with appropriate CCSS instructional materials throughout school year</td>
<td>• Academia Modena academic performance reports, CalMAPP, CELDT</td>
</tr>
<tr>
<td>(A) Statewide assessments</td>
<td>(B) Academics</td>
<td>(C) EL Reclassification reports, CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education</td>
</tr>
<tr>
<td>(B) The Academic Performance Index</td>
<td>(C) Percentage of EL pupils who make progress toward English proficiency on CELDT</td>
<td>(D) EL reclassification rate</td>
</tr>
<tr>
<td>(C) Percentage of pupils who have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</td>
<td>(D) Percentage of EL pupils who make progress toward English proficiency on CELDT</td>
<td>(E) EL reclassification rate</td>
</tr>
<tr>
<td>(D) Percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT</td>
<td>(E) EL reclassification rate</td>
<td>(F) Percentage of students who have passed an AP examination with a score of 3 or higher</td>
</tr>
<tr>
<td>(F) Percentage of pupils who have passed an AP examination with a score of 3 or higher</td>
<td>(G) Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program</td>
<td>(H) Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program</td>
</tr>
</tbody>
</table>

### 5. Pupil Engagement

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

- **School attendance rates**
- **Middle school dropout rates (not applicable)**
- **High school dropout rates (not applicable)**
- **High school graduation rates (not applicable)**

<table>
<thead>
<tr>
<th>Attendance reports and</th>
<th>APS Sup. and Academia Modena Principal will provide additional supports and interventions, as needed, such as in-class support, SDAIE and ELD strategies, and or RTI</th>
<th>Academia Modena monthly, quarterly and annual ADA reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academia Modena will set and strive for a high ADA rate (93%+) to meet targets in the following areas:</td>
<td>• Academia Modena will provide a safe, nurturing and positive learning environment with consistent information on the importance of school attendance to students and parents</td>
<td>• Academia Modena monthly, quarterly and annual ADA reports</td>
</tr>
<tr>
<td>(A) School attendance rates</td>
<td>(B) Chronic absenteeism rates</td>
<td>(C) EL Reclassification documents</td>
</tr>
<tr>
<td>• Academia Modena will set and strive for a high ADA rate (93%+) and will have fewer instances in the following areas:</td>
<td>• Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to current students</td>
<td>(D) CELDT Score Reports</td>
</tr>
<tr>
<td>(B) Chronic absenteeism rates</td>
<td></td>
<td>(E) Monthly and annual absence reports from our Student Information System, Power School.</td>
</tr>
</tbody>
</table>

### 6. School Climate

**School climate, as measured by all of the following, as applicable:**

- **Suspension rates**
- **Expulsion rates**
- **Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness**

<table>
<thead>
<tr>
<th>Academia Modena will set and strive to meet and decrease targets in the following areas:</th>
<th>Academia Modena will assess Suspension policies annually and will formally administer feedback survey from students and families annually to make necessary changes</th>
<th>Academia Modena monthly and annual suspension and expulsion reports, such as SARC, Welligent, CALPADS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Suspension rates</td>
<td>(b) Expulsion rates</td>
<td>(C) School satisfaction scores</td>
</tr>
<tr>
<td>• Academia Modena will set and strive to meet low targets in the following areas:</td>
<td>• Academia Modena will assess Expulsion policies annually and will formally administer feedback survey from students and families annually to make necessary changes</td>
<td>(D) Unexcused Absences</td>
</tr>
<tr>
<td>(b) Expulsion rates</td>
<td></td>
<td>• Academia Modena will assess Unexcused Absences on a weekly basis and will forward Satisfaction Survey to parents, students and teachers bi-annually</td>
</tr>
<tr>
<td>• Academia Modena will set and strive to meet and lower targets in the following areas:</td>
<td>• Academia Modena will assess Unexcused Absences on a weekly basis and will forward Satisfaction Survey to parents, students and teachers bi-annually</td>
<td>• Academia Modena monthly attendance reports and biannual Satisfaction Survey reports</td>
</tr>
<tr>
<td>(c) School satisfaction scores</td>
<td>(d) Unexcused Absence</td>
<td></td>
</tr>
<tr>
<td>Access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (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)</td>
<td>Have access to and enroll in our broad educational program as outlined in the school’s approved charter, including student subgroups, at all grade levels</td>
<td>Indicated in approved charter</td>
</tr>
</tbody>
</table>

| **8. Pupil outcomes**  
Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable | **High Academic Achievement**  
• Academia Modena students develop a deep understanding, mastery and application of important concepts that propel inquisitive life-long learning and will reach high levels of academic achievement | **Internal diagnostic and 4sight benchmark reports; CalMAPP reports; classroom-level reports with disaggregated data and reports for all subgroups; CELDT; IEP reports; student ILPs** |
| **Common Core Standards-based instruction**  
• Academia Modena provides a school model where students acquire and practice a range of essential skills that are CA CC standards based | **Charter petition and classroom work plans; IB Organization audit and Authorization; project-based assessments; portfolios** |
| **Academia Modena implements the IBPYP scope and sequences, merging the CA Common Core Standards and district policies, to develop and use the best instructional practices that meet the varied needs of all students** | **Teacher observation; student ILPs; student self-assessment; student-led activities calendar** |
| **Positive Students Character Development**  
• Academia Modena conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB program is implemented | **Teacher observation; student ILPs; student self-assessment; student-led activities calendar** |
| **Academia Modena provides a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the IB program is implemented** | **Teacher observation; student ILPs; student self-assessment; student-led activities calendar** |
| **Community Participation**  
• Academia Modena provides a space where students have the opportunity for involvement in responsible actions and social service in their local and world community | **Event attendance log; Student surveys; Project-based assessments; community project surveys** |
| **Academia Modena implements the IBPYP, which “focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development” with the assistance of staff, parents, and the larger community** | **Teacher observation; student ILPs; student self-assessment; student-led activities calendar** |
Performance Targets Aligned to State Priorities
As described in the chart below and “consistent with the way information is reported on a school accountability report card”, EC § 47605(b)(5)(C)), specific targets are aligned with the Eight State Priorities identified in California Education Code § 52060(d).

Academia Moderna commits to a rigorous focus on achievement standards in the key academic areas. Students will meet or exceed the state standards where they have been established in the following areas:

### State Priority 1: Basic Services

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Teacher credentialing - the degree to which teachers are fully credentialled as measured by CACT verification of teacher credentials and DOJ background checks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial and annual verification of core teacher credential as reported by the CA Commission on Teaching will show percentage of teachers holding adequate credentials</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Instructional materials - students have sufficient access to instructional materials as measured by Inventory List of all materials in all classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students have sufficient access to instructional materials as outlined in the petition and approved Charter School budget, and accounted for per annual text book audit</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Facilities – are clean and maintained in good repair as measured by daily Spot Checks and Site Inspection documents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodian and School Administrators spot checks for cleanliness</td>
<td>Daily</td>
<td>Daily</td>
<td>Daily</td>
<td>Daily</td>
<td>Daily</td>
</tr>
<tr>
<td>APS and Principal conduct Site Inspection surveying for needed repairs and percentage of items in &quot;good standing&quot; and in compliance</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
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</table>

### State Priority 2: Implementation of academic content and performance standards

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<tr>
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</thead>
<tbody>
<tr>
<td>Implementation of CCSS for all students, including EL students - to be measured by Professional Development calendar and teacher lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students, including EL students, gain academic content knowledge in ELA and Math with the implementation of the CA CC State Standards</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
EL students gain academic content knowledge in Math, ELA and English language proficiency with the implementation of the CA CC State Standards

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Implementation of CCSS for all students, including EL students - to be measured by Professional Development calendar and teacher lesson plans</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers participate in annual professional development on the implementation of the Common Core State Standards</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**State Priority 3: Parental involvement**

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<tr>
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</thead>
<tbody>
<tr>
<td>Parent involvement - to be measured by activities calendar and minutes of parental involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent activities/events Charter School will host</td>
<td>1 activity or event per month</td>
<td>1 activity or event per month</td>
<td>1 activity or event per month</td>
<td>1 activity or event per month</td>
<td>1 activity or event per month</td>
</tr>
<tr>
<td>Parent input - to be measured by Executive Committee participation, School Site Council, APS Board meeting minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents on Executive Committee and School Site Council</td>
<td>2 parents</td>
<td>2 parents</td>
<td>2 parents</td>
<td>2 parents</td>
<td>2 parents</td>
</tr>
</tbody>
</table>

**State Priority 4: Pupil achievement**

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Pupil academic achievement - as measured by Charter School statewide assessments, API Reports or equivalent as determined by the CA Department of Education, CELDT Score Reports and EL Reclassification documents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim assessments (Advanced/Proficient) - ELA</td>
<td>42%</td>
<td>42%</td>
<td>50%</td>
<td>55%</td>
<td>65%</td>
</tr>
<tr>
<td>Interim assessments (Advanced/Proficient) - Math</td>
<td>52%</td>
<td>52%</td>
<td>60%</td>
<td>65%</td>
<td>75%</td>
</tr>
<tr>
<td>Interim assessments (Below Basic/Far Below Basic) - ELA</td>
<td>15%</td>
<td>13%</td>
<td>10%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Interim assessments (Below Basic/Far Below Basic) - Math</td>
<td>18%</td>
<td>15%</td>
<td>13%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>API growth target or equivalent assessment target</td>
<td>Meet target</td>
<td>Meet target</td>
<td>Meet target</td>
<td>Meet target</td>
<td>Meet target</td>
</tr>
<tr>
<td>EL Progress toward English Proficiency (CELDT)</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>EL Reclassification rate</td>
<td>18%</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
</tr>
</tbody>
</table>

**State Priority 5: Pupil engagement**

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Pupil engagement - as measured by Charter School ADA reports, student absence reports and student rosters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Attendance</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>
### State Priority 6: School climate

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>School climate - to be measured by Charter School suspension reports, expulsion reports, SpEd reports, CALPADS reports and family/student survey reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspension</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Expulsion</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Unexcused Absences</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Parents are &quot;satisfied&quot; with the school and its programs on annual survey</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>

### State Priority 7: Course access

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Charter School will provide students with a broad course of study - to be measured by Charter School master schedule and student schedules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academia Moderna students, including all subgroups, have access to and are enrolled in our educational program as outlined in the school's approved charter. We provide students with core subjects (English, Mathematics, Social Sciences, Science) and enrichment actives (e.g., Visual and Performing Arts, Health, Physical Education, Foreign Language)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### State Priority 8: Pupil outcomes

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Student gain High Academic Achievement as measured by “Proficient or Advanced” in ELA, Math and Science, respectively</td>
<td>42%</td>
<td>47%</td>
<td>52%</td>
<td>57%</td>
<td>68%</td>
</tr>
<tr>
<td>Students have Positive Character Development as measured by multiple student, teacher and school-wide assessments</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Students receive CCSS-based instruction as measured by implementation of CCSS</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Students participate in community service guided by the IB tenets</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
B. Measuring Pupil Outcomes

All students receive multiple supports to reach the four (4) Academia Moderna goals that make a well-educated person in the 21st century. Within those school-wide goals are embedded the eight (8) state priorities.

Pursuant to Education Code Section 47605(b)(5)(A)(ii), below is a description of our annual school-wide goals to be achieved for all students and pupil subgroups, as described in Education Code Section 52060(d), and ongoing activities to achieve goals.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MEASURABLE OUTCOMES ALIGNED TO CCSS</th>
<th>ASSESSMENT TOOLS</th>
<th>MONITORING TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Language Arts</td>
<td>• Read grade level material and expository text</td>
<td>- CalMAPP, CAPA</td>
<td>Beginning of the Year</td>
</tr>
<tr>
<td></td>
<td>• Enjoy and appreciate a variety of literary genres</td>
<td>- Student ILPs</td>
<td>- Student ILPs</td>
</tr>
<tr>
<td></td>
<td>• Develop grade level vocabulary with associated meaning and transfer into written text</td>
<td>- Diagnostic Reading Assessment (DRA) or similarly nationally normed reading assessment tool</td>
<td>- Diagnostic Reading Assessment (DRA) or similarly nationally normed reading assessment tool</td>
</tr>
<tr>
<td></td>
<td>• Ability to sequence a story, recall details and summarize main ideas.</td>
<td>- Student self-assessment</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>• Write compositions with appropriate grade level conventions of writing</td>
<td>- Peer assessment</td>
<td>- Student self-assessment</td>
</tr>
<tr>
<td></td>
<td>• Competence in oral presentations</td>
<td>- Student journals</td>
<td>- Peer assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Writing Standards Assessment</td>
<td>- Student journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Oral Presentation</td>
<td>- Writing Standards Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Published Writing</td>
<td>- Oral Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- CC Standards-based unit assessments</td>
<td>- Published Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Project-based Assessments</td>
<td>- Standards-based unit assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Summative Content-Specific Assessments (Teacher Developed)</td>
<td>Monthly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Princeton Review</td>
<td>- Diagnostic Reading Assessment (DRA) or similarly nationally normed reading assessment tool</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Project-based Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Every 6 Weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Summative Content-Specific Assessments (Teacher Developed)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Develop basic grade level computational and procedural skills</td>
<td>- CalMAPP, CAPA</td>
<td>Beginning of the Year</td>
</tr>
<tr>
<td></td>
<td>• Analyze problems and frames the appropriate operations to solve the problem</td>
<td>- District adopted textbook computation and application tests</td>
<td>- Student ILPs</td>
</tr>
<tr>
<td></td>
<td>• Develop grade level mathematical terminology</td>
<td>- Student ILPs</td>
<td>- Diagnostic Ongoing</td>
</tr>
<tr>
<td></td>
<td>• Develop logical thinking through the analysis of evidence</td>
<td>- CC Standards Based Performance Assessment</td>
<td>- District adopted textbook computation and application tests</td>
</tr>
<tr>
<td></td>
<td>• Connect mathematical algorithms and processes</td>
<td>- Math Journals</td>
<td>- Student ILPs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Summative Content-Specific Assessments (Teacher Developed)</td>
<td>- Math Journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Princeton Review</td>
<td>Monthly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Standards Based Performance Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Summative Content-Specific Assessments (Teacher Developed)</td>
</tr>
</tbody>
</table>
with real life application
- Master visual representations such as graphs, models, signs and symbols association with mathematical understanding

| Social Studies | Develop grade level chronological and spatial skill in relationship to historical knowledge
- Exhibit an understand of research based evidence, points of view their impact on forming personal opinion
- Identify key historical events and their relationship to current cultural and social norms
- Synthesis information from a variety of cultural and historical sources
- Understand the democratic process and their responsibility to civic values
- Obtain a factual and conceptual understanding of history, humanities, geography and other social sciences. |
| --- | --- |
|  | - Curriculum-embedded assessments
- Student ILPs
- Student self-assessment
- Peer assessment
- Student journals
- CC Standards-based unit assessments
- Project-based Assessments
- Summative Content-Specific Assessments (Teacher Developed) |
|  | Beginning of the Year
- Student ILPs
| Ongoing
- Curriculum-embedded assessments
- Student ILPs
- Student self-assessment
- Peer assessment
- Student journals
- Standards-based unit assessments
| Monthly
- Project-based Assessments
| Quarterly
- Summative Content-Specific Assessments (Teacher Developed) |

| Science | Participate in hands-on, grade level investigative experiences
- Learn to hypothesize and evaluate data throughout the scientific process
- Learn to use technology in support of scientific research
- Master foundational scientific facts appropriate to grade level understanding
- Develop ability to ask higher order questions motivation students to investigate further
- Receive focused instructions in:
  - Life Sciences
  - Physical Sciences
  - Earth Sciences |
| --- | --- |
|  | - CalMAPP, STAR/CMA science, CAPA
- Curriculum-embedded assessments
- Student ILPs
- Science Fair Exhibits
- CC Standards-based unit assessments
- Project-based Assessments
- Summative Content-Specific Assessments (Teacher Developed) |
|  | Beginning of the Year
- Student ILPs
| Ongoing
- Curriculum-embedded assessments
- Student ILPs
- Standards-based unit assessments
| Monthly
- Project-based Assessments
| Quarterly
- Summative Content-Specific Assessments (Teacher Developed) |
| Annually
- Science Fair Exhibits |
<table>
<thead>
<tr>
<th>Scientific Process</th>
<th>Visual and Performing Arts (VAPA)</th>
<th>Character Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Process, analyze, and respond to sensory information through the literature and skills unique to the visual arts</td>
<td>• Process, analyze, and respond to sensory information through the literature and skills unique to the visual arts</td>
<td>• Students can articulate and demonstrate what it means to be a: a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open-minded, Caring, a Risk-taker, Balanced and Reflective (International Baccalaureate Learner Profile)</td>
</tr>
<tr>
<td>• Create, perform, and participate in the visual arts</td>
<td>• Create, perform, and participate in the visual arts</td>
<td>• Students will understand that these values are the basis for productive and peaceful interactions in all social contexts from local to global levels (i.e. family, school, neighborhood and with people from all nationalities and cultures.</td>
</tr>
<tr>
<td>• Understand the historical contributions and cultural dimensions of the visual arts</td>
<td>• Understand the historical contributions and cultural dimensions of the visual arts</td>
<td>• Students will collaborate and work effectively with others in a cooperative group</td>
</tr>
<tr>
<td>• Respond, analyze, and make judgments about works in the visual arts</td>
<td>• Respond, analyze, and make judgments about works in the visual arts</td>
<td>• Students will collaborate and work effectively with others in a cooperative group</td>
</tr>
<tr>
<td>• Make connections between visual arts and other subject areas</td>
<td>• Make connections between visual arts and other subject areas</td>
<td>• Students will collaborate and work effectively with others in a cooperative group</td>
</tr>
<tr>
<td></td>
<td>-Student performances -Student art portfolios</td>
<td>- Teacher Observations - Student ILPs - Student Self-Assessment -Student-led activities</td>
</tr>
<tr>
<td></td>
<td>Bi-annually</td>
<td>Beginning of the Year - Student ILPs -Ongoing - Teacher Observations - Student ILPs - Student Self-Assessment -Bi-annually -Student-led activities -Student surveys</td>
</tr>
</tbody>
</table>

| Inquiry and Higher Order Thinking Skills                                         | Teacher Observations - Peer Assessments - Project-based assessments - Rubrics - Portfolio - Self Assessment | Ongoing - Teacher Observations -Peer Assessments -Self Assessment -Project-based assessments - Rubrics Bi-annually - Student-led activities - Portfolio |
|                                                                                | -Teacher Observations - Peer Assessments - Project-based assessments - Rubrics - Portfolio - Self Assessment | Ongoing - Teacher Observations -Peer Assessments -Self Assessment -Project-based assessments - Rubrics Bi-annually - Student-led activities - Portfolio |

|                                                                                | -Teacher Observations - Peer Assessments - Project-based assessments - Rubrics - Portfolio - Self Assessment | Ongoing - Teacher Observations -Peer Assessments -Self Assessment -Project-based assessments - Rubrics Bi-annually - Student-led activities - Portfolio |
|                                                                                | -Teacher Observations - Peer Assessments - Project-based assessments - Rubrics - Portfolio - Self Assessment | Ongoing - Teacher Observations -Peer Assessments -Self Assessment -Project-based assessments - Rubrics Bi-annually - Student-led activities - Portfolio |

|                                                                                | -Teacher Observations - Peer Assessments - Project-based assessments - Rubrics - Portfolio - Self Assessment | Ongoing - Teacher Observations -Peer Assessments -Self Assessment -Project-based assessments - Rubrics Bi-annually - Student-led activities - Portfolio |
|                                                                                | -Teacher Observations - Peer Assessments - Project-based assessments - Rubrics - Portfolio - Self Assessment | Ongoing - Teacher Observations -Peer Assessments -Self Assessment -Project-based assessments - Rubrics Bi-annually - Student-led activities - Portfolio |
resources, including technological sources
- Students are enthusiastic and engaged in the learning process
- Students demonstrate the ability to plan, initiate and complete a project including self-reflection and evaluation

<table>
<thead>
<tr>
<th>Community Participation</th>
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| • All students engage in at least one meaningful community service event per year  
| • Students develop a positive disposition towards community service and choose to engage in service independently  

|  
| Event attendance log  
| Student surveys  
| Project-based assessments  

| Ongoing  
| Event attendance log  
| Student surveys  
| Bi-annually  
| Project-based assessments  

Academia Moderna will be proactive in systematically tracking student progress towards standards proficiency. In addition to state-mandated summative assessments, Academia Moderna will regularly administer internal assessments. This internal documentation may include, but is not limited to diagnostic assessments such as the Diagnostic Reading Assessment (DRA), curriculum-embedded diagnostic and benchmark assessments, Individual Education Plan (IEP) goals, Individual Learning Plan (ILP) goals, and other methods by which student progress may be assessed.

**C. Grading, Progress Reporting, and Promotion/Retention**

Our assessment methods are based on the following beliefs:

1. **Authentic**: Student assessments must be authentic. Academia Moderna will use the Backward Design planning model to ensure assessments measure the actual learning that has taken place in the classroom. Within this model, pretests will be given, learning outcomes established, and assessments will be designed before any learning activities are introduced. Teachers need to specifically know what skills and information they want their students to attain before they can design the learning steps necessary for achievement. Because of this, there will be less "textbook developed" tests and more project-based assessments.

2. **Multiple Measures**: Just as students have many different learning styles, they also respond differently to different forms of assessments. Academia Moderna will, therefore, ensure a variety of assessments (i.e. content-specific tests, observations, projects, standardized tests, classroom discussions, presentations) be used to determine student achievement. This multiple measures approach will improve the reliability of assessment data.
3. **On-going:** Students need on-going assessments in order to ascertain whether skills and knowledge have been truly internalized. Teachers will use formative (specific skills), summative (overall concepts), and portfolio assessments as evidence of student achievement. This compilation of student data will be used to drive instruction, confer with parents, and set learning goals within and across grade levels.

4. **Informative:** Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

**Assessment Design**
Student performance and assessments will be aligned to effectively gage and directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Teachers will be trained to identify the exact achievement target that is required by CalMAPP. Those tools and resources will allow them to determine the most appropriate type of internal assessment to measure student mastery of a given standard.

Cumulative ILPs, for example, will include self-selected works that exemplify mastery of Common Core standards-based content knowledge and skills. Common Core Standards-based report cards will be issued on a quarterly basis accompanied by detailed teacher narratives.

**AMCS Grading Report Card and Promotion Retention Procedures**

**Subject Grades (every 10 weeks)**
- Grades are due at the close of business day (4:30) every 10 weeks on the days identified on the Testing and Grading Google Calendar.
- All grades must be filled in and accurate for Subject, Citizenship, and Work Habits grades.
- Students receiving a 2, or 1 in their Subject, Citizenship, and Work Habits Grade must include an explanation/comment.
- Generate an ILP for all students at 10 week mark for both semesters and email to administration

**Final Semester Grades (20 week grades)**
- All grades must be filled in and accurate for Subject, Citizenship, and Work Habits grades.
- Comments are required for all students.

**Inputting Grades**
- Grades should be input weekly into PowerSchool. Every subject should receive a _minimum_ one grade per week. (Grade should be from a substantive assignment)
- All late work must be accepted until the 18th week of the semester.

**Late Work**
- Late work will only be inputted in to your grade-book if it receives a “3” or better.
- Work that is submitted late and does not meet a "3" or better must receive a comment in Powerschools.
  - Students must turn in late work 2 weeks before grades lock each grading period.
  - Teachers must grade late work turned in by or before the 2 week late submission deadline and input the grade in the appropriate grading period.
  - Submitting late work will not negatively affect the assignment grade.
  - Submitting late work negatively affects the work habits grade only.

- 1’s and 2’s
  - A 1/2 must be documented with log entries in PowerSchool reflecting the behavior as well as log entries of parent contact.
  - A 1/2 must be documented with log entries in PowerSchool reflecting the lack of work or quality of work as well as log entries of parent contact.

**In order to create consistency throughout the grade levels the following grading protocols have been established:**

**Work Habits: (cumulative)**
- 4/5’s should be given when 95% or more of what is requested is turned in on time.
- 3’s should be given when 85% or more of what is requested is turned in on time.
- 1/2’s should be given when less than 85% of what is requested is turned in on time.
- 1/2’s can be moved up to a 3 by having no missing assignments and all assignments are turned in on time in the current grading period.

**Citizenship: (Progressive)**
- 4/5’s should be given when 95% or more days are without negative incidents.
  - For example, 5 days out of 100 days
- 3’s should be given when 85% or more days are without negative incidents.
  - For example, 15 days out of 100 days
- 1/2’s should be given when more than 70% of days are without negative incidents.

**Academia Moderna Criteria For Retention/Promotion**

Academia Moderna Charter School has a CC standards-based promotion policy in accordance with Education Code Section 48070.5(1)(d). The law requires that all Boards of Education adopt a policy that establishes criteria regarding promotion and mandatory retention of students at specific grade levels. Students must demonstrate they have achieved their grade level standards before being promoted to the next grade.

<table>
<thead>
<tr>
<th>Criteria for Promotion</th>
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<tr>
<td>- English proficient students will meet minimum grade level standards in reading, oral reading fluency or a Benchmark 5 score of Basic.</td>
</tr>
<tr>
<td>- English learners will meet minimum English Language Development (ELD) standards by moving one ELD level per year.</td>
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<tr>
<td>- Students with disabilities will meet the criteria as indicated on the IEP.</td>
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</tbody>
</table>
Students will meet Federal and State law and District requirements

Intervention to Support Promotion

At risk students are identified early in the school year and provided interventions for assistance in mastering grade level standards:

- Classroom instruction with the teacher assisting students in small groups and individually.
- Extended Learning Programs (ELP) Grades K through 5 may be provided before school, after school, or weekends to give students additional academic support.
- RtI Intervention instruction while at risk.

Criteria for Retention

A student who meets the criteria below shall be retained unless the classroom teacher determines retention is not appropriate.

An elementary student in grades 2, 3, 4, 5 identified as:

- An English proficient student who has a reading achievement Benchmark 5 score of Below Basic.
- An English Learner who has performed at the same ELD level for two or more years.
- Nothing in this section shall be construed to prohibit the retention of a pupil not included in grade levels identified pursuant to subdivision (a), or for reasons other than those specified in subdivision (b), if such retention is determined to be appropriate for that pupil. Nothing in this section shall be construed to prohibit a governing board from adopting promotion and retention policies that exceed the criteria established in this section.

During the retention year, students will participate in ongoing interventions until said student is performing at grade-level.

Parent Notification Process

Parents are notified through teacher conferences, progress reports, and letters when their child is at risk of not meeting grade-level standards for promotion. All written notification must be signed by the parent and returned to the school.

Parental Appeal Process

A parent may appeal the decision to retain their child with the school principal during the first month of school. The principal and teacher will meet with the parent to resolve the matter.

If the parent does not agree with the principal’s decision, then the parent may appeal to the Local District Director of School support Services.

A meeting will be held to discuss the appeal and all evidence will be reviewed. The final decision will be mailed to the parent.

D. Mandated Assessments

As is required by the California Department of Education, students will also participate in the CalMAPP and all other mandated accountability programs (CELDT, etc.).
Academia Moderna will meet all statewide standards and conduct the pupil assessments required pursuant to AB 484 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will Academia Moderna become complacent with the examination of assessment findings. The goal will be continuous improvement to achieve the highest quality educational program that is possible. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

**AB 484 Implications**

According to the California Department of Education, the new law, AB 484, establishes the California Measurement of Academic Performance and Progress (CalMAPP) assessment system. The CalMAPP system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CalMAPP system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. The provisions of AB 484 take effect on January 1, 2014.

Moreover, AB 484 calls for the transition to a system of assessments and assessment tools that cover the full breadth and depth of the curriculum and promote the teaching of the full curriculum. This transition will take several years to complete.

For the 2013–14 school year, CalMAPP is comprised of the following:

- Field test of the consortium (i.e., Smarter Balanced*) summative assessment for English–language arts (ELA) and mathematics in grades three through eight and grade eleven. Each participating student will take either an ELA or mathematics field test. (Additional details about the field test can be found in the [Smarter Balanced Field Test Questions and Answer page](#).)
- Grade-level science assessments, including the California Standards Tests (CSTs), California Alternate Performance Assessment (CAPA), and the California Modified Assessment (CMA), in grades five, eight, and ten
- California Alternate Performance Assessment (CAPA) for ELA and mathematics in grades two through eleven
- Optional for local educational agencies (LEAs) to administer, the Standards-based Tests in Spanish (Further information about grade levels and subjects will be forthcoming.)
For Academia Moderna, this means that within the next few years, how and what the CST measured in years past will be in transition. However, for the 2013-2014 school year, students will be “Field testing the Smarter Balanced assessment for ELA and Mathematics in grades 3-5.” Each student will only take one test, ELA or mathematics. In addition to 5th grade students taking the CST science assessment, the CAPA and CMA will be administered.

During the spring 2014 Field Test, five percent of students will take items from one content area (i.e., English-language arts or mathematics) and ninety-five percent of students will take items from both content areas. The participation expectations for the spring 2014 Field Test are as follows:

- Grades three through eight. All students, including those selected for the scientific sample, are expected to participate.

As the CalMAPP assessments are finalized, we will continue to monitor the results and continue working with the CDE to provide for us the CST for internal assessments. Academia Moderna expects students to master subject matter competencies, as the Common Core State Standards dictate for Reading/Language Arts, Math, Science and Fine Arts.

**E. Data Analysis and Reporting**

CalMAPP and other State assessment data will be used to help school plan growth plans. Academia Moderna will utilize PowerSchool, our school information system (SIS), that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, to analyze data. The staff will be trained on how to interpret standardized test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on CC standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Academia Moderna is a data-driven school, using ongoing formative and summative assessments, observations and teacher reports. Data will be collected about student and subgroup performance in Language Arts, Math, Science, and Social Studies. Data includes:

- Current student reading levels as measured by basic comprehension of leveled and grade level books.
- Student mastery of oral language objectives until they become fluent English speakers through use of the Into English! Chant/song assessment log.
- Student mastery of individual skills in reading comprehension, grammar, vocabulary, spelling, fluency, and writing through Imagine it! unit assessment tests.
- Periodic (at least monthly) in-class assessments of student skills in reading through Diagnostic Reading Assessment test covering the five core components of literacy – phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- California Math textbook computation and assessment tests
- CC Standards Based Performance Assessment for Mathematics (Math application and logical reasoning exam).

As discussed in the professional development section, teachers will develop the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges.

Student progress towards standards mastery will be documented three times annually in standard-based report cards. Parent-teacher conferences will be held at least twice per school year and more often on an as-needed basis. Teachers will share students’ academic, social, emotional, and physical progress with parents. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process.

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. Academia Moderna will collect annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.

The Academia Moderna will develop an annual performance report, SARC, based upon the data compiled. The report will also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section.

- An analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.

- A summary of major decisions and policies established by the Board during the year.

- Data on the level of parent involvement in the Academia Moderna’s governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.

- Data regarding the number of staff working at the school and their qualifications.
- A copy of Academia Moderna's health and safety policies and/or a summary of any major changes to those policies during the year.

- Information demonstrating whether Academia Moderna implemented the means listed in charter to achieve a racially and ethnically balanced student population.

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

- Analyses of the effectiveness of Academia Moderna’s internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

- Other information regarding the educational program and the administrative, legal and governance operations of Academia Moderna relative to compliance with the terms of the charter generally.

Academia Moderna and District will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter. However, it is recognized and agreed by Academia Moderna that the District may make unplanned and unscheduled random inspections of the Charter School at any time.
ELEMENT 4: Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

A. Description of Organization

GENERAL PROVISIONS

As an independent charter school, Academia Moderna, 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.

Academia Moderna shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the Academia Moderna 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.

Academia Moderna 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.

Academia Moderna 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 Academia Moderna governing board pursuant to Education Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Academia Moderna 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 Academia Moderna does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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


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

**LEGAL AND POLICY COMPLIANCE**

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

**RESPONDING TO INQUIRIES**

Academia Moderna, 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. Academia Moderna, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

Academia Moderna 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 Academia Moderna. 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.

Academia Moderna will operate autonomously from the District, with the exception of the supervisory oversight and other contracted services as dictated by statute and or negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), Los Angeles Unified School District shall not be liable for the debts and obligations or for claims arising from the performance of acts, errors, or omissions by Academia Moderna, as long as the District has complied with all oversight responsibilities required by law. (See Appendix for Articles of Incorporation, Corporate By Laws for Alta Public Schools, Academia Moderna’s parent organization)

B. Governance Structure

Academia Moderna will be operated by a private non-profit public benefit corporation, Alta Public Schools, organized under the Non-profit Public Benefit Corporation Law of California, with specific purpose of exclusively establishing and operating charter schools pursuant to applicable federal, state and municipal laws and regulations relating to public agencies and charter schools.

The Alta Public Schools Board of Directors will govern Academia Moderna and other charter public schools under the corporation. The current Board has seven (7) voting members, with several advisors and with additional board positions available for community members. The minimum number of Board members is five (5) members. One of these available Board positions is for an LAUSD representative should LAUSD choose to exercise its right to appoint a single representative to the charter board, and one is reserved for a parent representative when the school opens or when identified. Current officers include Jeffrey Phillips, President; Bobbi Shimano, Secretary; and, members-at-large include Patricia Rogers, and parent representative Ricardo Ortega.

Current areas of expertise to fulfill the mission and vision of the school for our students among the board members include education management and instruction, banking
finance, public relations and marketing, business management, grant writing, school development, legal services, accounting and school finance, non-profit community development and non-profit compliance.

The Board composition will be:
1. One to three parents of Academia Moderna students
2. Two to five community members
3. One appointed LAUSD board member, pursuant to EC 47604(b)

The following are persons of the founding Board for Academia Moderna with their respective Expiration of Terms:

<table>
<thead>
<tr>
<th>Name</th>
<th>Expiration</th>
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<tbody>
<tr>
<td>Jeffrey Phillips</td>
<td>October 1, 2014</td>
</tr>
<tr>
<td>Patricia Rogers</td>
<td>April 1, 2015</td>
</tr>
<tr>
<td>Bobby Shimano</td>
<td>June 1, 2015</td>
</tr>
<tr>
<td>Ricardo Ortega</td>
<td>December 1, 2014</td>
</tr>
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The Decision-making Process
To ensure the school’s ongoing success, the Alta Public Schools Board of Directors will provide external accountability, internal oversight and leadership, including leading the annual internal audit. The Treasurer or an appointed board member will be the lead contact person for the independent auditor, the State and the District in matters related to the audit. The audit will be conducted using the California Charter School K-12 Audit Guide regulations, compliant with California Education Code 47605(b)(5)(I), and a report will be submitted to the chartering agency, county office of education, State Department of Education, and the State Controller’s Office. The Board will meet monthly, unless otherwise directed, to review Academia Moderna’s gains and provide support in achieving short-term and long-term goals set by the school.

Alta Public Schools, the CMO, which includes the CEO, Xavier Reyes, and Superintendent of Instruction, Barry Baxter, and the Educational Leader or Principal will manage the day-to-day governance of Academia Moderna. They will collaborate with an Executive Committee, which will include members from each stakeholder group, i.e., the Principal or designee, representatives from the faculty, classified staff, and parent groups. The Executive Committee will be charged with collaborative leadership advising the Principal or designee of direction and challenges associated with the overall operation of the school.

The Executive Committee will be responsible for:
- Facilitating communication among all committees
- Ratifying, at the school level, all decisions/policies brought forth by all other committees
- Mediating disagreements among committees and assist in consensus-building
- Interpreting and developing school policy
- Focusing school-wide decision-making on shared vision
The Principal will manage the day-to-day operation of the instructional program and staff. The Principal will create and lead specific committees, which will include all stakeholders of the instructional program, such as, per grade level committees to oversee the implementation and development of a certain grade level academic activities. Each grade level will select teachers and parents to serve on these committees and all representatives will be selected on an annual basis. Parents will elect representatives to serve on the Executive Committee and other grade level and school-wide committees. The decision-making line of command or organizational chart for Academia Moderna is outlined below.

The Academia Moderna decision-making process in which all school stakeholders are represented is designed to:

- Ensure that all decisions regarding policy and practice made at Academia Moderna are focused to achieve the educational student outcomes outlined in the petition
- Ensure that all staff members are involved in the decision-making process
- Ensure that parents, community members, and all school personnel are involved as active partners in the decision-making process
- Ensure that all stakeholders model a collaborative, consensus-building school culture applied to all decision-making processes

The Academia Moderna model of decision-making will be democratic in nature. If an agreement cannot be reached on any issue, the CEO will have final authority in all matters pertaining to operations. The Principal will have final authority pertaining to the implementation of in-school instruction. The International Baccalaureate program is founded on the principle of inclusiveness. Therefore, as representatives of the IB program, all staff will model a culture of consensus building that is strongly aligned with the vision and mission of Academia Moderna. It is our belief that as we build an IB culture and community, more parents will champion the school vision and mission.

C. Meetings

Article VII, Section 15 of the Bylaws state that “Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda where it is most visible to all public containing a brief general description of each item of business to be transacted or discussed at the meeting.” It is the prerogative of the Board to meet as the see necessary. In the early stages of development, the Board realizes how important it is to create dialogue and the necessary actions needed to create a successful school. Public meetings will be held, therefore, once each month and all Board committees may meet in the interim and make recommendations to the Executive Committee and subsequently to the Board. All Board and Board committees will abide by the laws pertaining to open public meetings, such as the Brown Act.

Meetings of the Board of Directors will be held at such times and places to best accommodate the public. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief description of each item of business to be acted upon or discussed at the meeting. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after a 24 hour notice is given to each Director and to the public through the posting of an agenda. Agendas will always be posted in areas that are convenient for viewing for staff, students, parents and the general public, such as on all doors where the public transit. Meeting minutes of these meetings will be recorded and filed in the administration office and accessible for viewing or reproducing for the general public upon request.

D. Process for Selecting Board Members and Creating Policy

The current Board members are the Founding Board. Board members and officers will be elected at the annual meeting each year. Before the annual meeting, a Nominating Committee of three Board members will nominate qualified candidates for a Board vote
to serve three-year terms of office or until a successor is elected. Any candidate may be nominated by members of the school community and stakeholders and provide that name to the Nominating Committee. As indicated in the Alta Public Schools bylaws in Article VII, Section 3, each director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor has been designated and qualified. Terms for the initial Board of Directors shall be staggered as drawn by with four (4) seats serving three (3) year terms and three (3) seats serving two (2) term.” The Board will elect officers beginning with the President, Secretary and Treasurer, and can create Officers of the Corporation as it sees necessary.

The duties of the President include:
- Responsible to the Board on all operational issues
- Advisor to the Board on all significant matters of the Corporation's business
- Oversight and implementation of all orders and resolutions of the Board
- Represent the Corporation within the boundaries of policies and purposes established, including the LAUSD
- Update and inform Board of staff performance as related to program objectives

The duties of the Treasurer include:
- Oversight of all books and records of accounts and business transactions
- Oversight of all deposits and disbursements of money and valuables
- Oversight of formation and function of annual audit committee findings and reporting
- Serve as a liaison to the LAUSD on issues related to fiscal matters

The duties of the Secretary include:
- Book of minutes, and proper noticing for all meetings
- Brown Act training
- Serve as a liaison to the LAUSD on issues related to policy and records

The duties of the Board include:
- Promote, guard and guide the mission and vision of the school
- Hire and evaluate the CEO or designee
- Hire, promote, discipline and dismiss all employees after consideration of a recommendation by the CEO, Principal or designee
- Approve all contractual agreements and investments of funds
- Approve and monitor the implementation of all general policies
- Approve and monitor the annual budget
- Act as a fiscal agent, which includes the receipt of funds for operations
- Contract with an expert external auditor to produce an annual financial audit
- Regularly measure progress of both student and staff performance
- Develop, review, or revise performance measures, including school goals
- Develop the school calendar and schedule of Board meetings
- Develop Board of Directors policies and procedures
- Review requests for out of state or overnight field trips
- Participate in the dispute resolution and complaint procedures when necessary
- Approve charter amendments
- Approve annual fiscal audit and performance report
- Approve personnel discipline (suspensions or dismissals) as needed
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions
- Create officers or committees as needed, including but not limited to, hiring committees, compensation committees and an audit committee

The duties of the Executive Committee include:
- Monitor the business operations of the school, including reviewing financials
- Ensure compliance with key measures of accountability
- Implement all Board policies for the school
- Oversight of parent and community involvement
- Implement and review personnel policies
- Identify and recommend issues to be brought to Board for ratification

**Process for Charter Amendments**
To create policy change or enter into matters that take more than one year to execute or that involve more than $45,000 shall only be approved by a passage of a 2/3 majority vote by the Board. Changes that change the approved charter petition shall be submitted to the District within 30 days. Any school policy change can result from discussions brought by students, parents, faculty or staff, through the advisory committees or councils of the school or Principal or through any other form brought to the Board’s attention.

**Process for Budget Approval**
Our budgeting process will take the opportunity to target resources towards intended results. Meaning, it will be our mission in the budgeting process to help all decision makers make informed choices about the provisions of service and capital assets and to promote stakeholder participation in the process.

Our budget process will serve to fulfill our legal fiduciary requirement that will culminate in our yearly audit. The process will serve to further evaluate our operational processes and provide a vehicle for accountability, planning, conflict resolution and informational requirements.

Our first year, LAUSD approved budget, became our first year’s base budget, beginning July 1, 2009 of our first fiscal year.

Every year after the first year’s approved budget, the budgeting process will begin in January of the subsequent fiscal year. The process will take into account:

1. **Stakeholder input – January and February**
   a. Long term and short term goals overview
   b. Staff financial workshops and policies
2. Operating and budget impacts – January and February
   a. Proposed preliminary budget
   b. Strategic plans
3. Adopt budget – February
   a. Principal or designee and Charter Impact present to Board
   b. Board deliberations
4. Monitor results – ongoing starting July
5. Adjust as necessary – ongoing starting July

E. Complying with the Brown Act

Alta Public Schools will hold trainings for our Board members on the Brown Act before the Academia Moderna opens in its second five year term on August 2014 and every year after to comply with all laws relating to public agencies in general, all federal laws and regulations and state codes.

F. Parent Involvement

Academia Moderna understands that parental involvement in the life of the school is essential to the success of the school. Academia Moderna has made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional program. Academia Moderna will encourage parents to participate in the school by:

- Signing a commitment with the school, after the student is enrolled, that will encourage each parent to participate in the life of the school at least 20 hours/year. These volunteer hours are not a condition of enrollment or continued enrollment. Alternative methods to fulfilling hours, such as in-house reading time or Saturday and holiday school cleanup days, will be provided for those parents that can’t meet their commitment due to hardship conditions. Parents will be notified of these alternatives on a case-by-case basis through an in-person meeting with the Principal. Parents may opt out of their volunteer hours by marking “Opt Out” in the Volunteer Hours Commitment form. For those parents that choose to “Opt Out,” no consequences will be given. Volunteering is only a form of teambuilding and not a condition for enrollment, Alternatives to volunteering during school hours and non-school hours include:
  - Saturday school clean up days
  - Holiday school clean up days
  - In-home reading time with school students
  - In-home teacher grading or translating
  - In-home trip scheduling
  - In-home communications with other parents

- Taking part in the Parent Council and other parent and school-wide committees, such as the Executive, Fundraising and Curriculum committees. In these committees
parents will be encouraged to make recommendations on any and all matters related to the strengthening of the Academia Moderna community

- Taking part in weekly parent informational meetings and workshops that will be held to assist parents in supporting their children’s experience at Academia Moderna
- Taking part in the creation of a monthly newsletter created for parents by parents
- Taking part in the creation of a Parent Center dedicated to parent learning. The Parent Center will be a space where parents gather to take part in life-learning opportunities, such as English as a Second Language, computers, or child development.
ELEMENT 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

A. Assurances

Academia Moderna agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. The charter school will conform to the legal requirement that all teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Academia Moderna will maintain current copies of all teacher credentials and will be made readily available for inspection. The School Principal, which may have the title of Principal, Assistant Principal or Dean, and the Office Manager have the responsibility to monitor teacher credentials. Paraprofessional employees (TAs) will assist with instruction and will also meet the minimum NCLB requirements; AA degree or have completed two years of college with a minimum of 60 semester units from a college or university. Academia Moderna will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of fully credentialed teachers through EdJoin, the California Charter School Association, the Charter School Development Center, Careerbuilder.com and other local vehicles.

EQUAL EMPLOYMENT OPPORTUNITY

Academia Moderna 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

Academia Moderna 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.

B. Projected Hiring Assumptions

The first year of operations during its second five year charter, Academia Moderna assumes it will employ one Principal; elementary school teachers for grades K-5; Special Education specialist; office manager; administrative assistant; Teacher Assistants; and custodian.

Academia Moderna employees will receive compensation depending upon experience and job responsibilities. Teachers will be compensated based on the LAUSD salary pay scale for starting teachers. All full time staff of Academia Moderna will be eligible for all health benefits provided. Additional and specific personnel policies, including calendar, work day/year, sick days, personal days, and procedures for disputes will be further developed and ratified, from time to time, by the Executive Committee. Recommendations will be presented to the Board for review and approval on an annual basis and codified in an Employee Handbook. A copy of the Employee Handbook can be found in the Appendix.

C. How Hiring Decisions are Made

The governing Board of Academia Moderna will hire the Principal and the operations and business staff. The Principal will hire all teaching and instructional program staff. All staff will potentially be recruited from the annual, California Charter Schools Job Fairs, or from a candidate pool, that will be created by teachers or the Principal.

To hire the Principal an announcement will be placed in multiple locations and a pool of potential candidates will be interviewed by the Executive Committee and will make a recommendation to the Alta Public Schools’ Superintendent of Instruction and CEO for approval with final oversight and ratification by the Board.

To hire teachers, the Principal will recruit prospective teacher candidates and will set up meetings for interviews. The Principal will create a Personnel Committee made up of teachers and parents that will give input as to the potential for each candidate as part of the teaching staff at Academia Moderna. The Board also reserves the right to designate any Board or staff member to sit in on hiring interviews. The Principal has the ultimate responsibility for hiring the teachers and educational program support staff with a ratifying vote of the Board. Before the final list is presented to the Board, the Principal would have conducted background checks and checked references.

D. Qualifications and Duties
The first year of operations during the second five-year charter, Academia Moderna will employ a Principal, teachers, Special Education Specialist, office manager, office assistant, teachers, teacher assistants, and a custodian.

The operations staff at Academia Moderna shall include the Principal and any other necessary staff who would report to the Principal such as an Office Manager, Yard Supervisors, Administrative Assistant, Special Education specialist, and custodian.

All staff shall exhibit the following leadership traits:

- Is accessible to all in the community including teachers, staff, parents, and children
- Acts with fairness, integrity, and respect for diversity
- Leads collaboratively at every level of the school
- Is knowledgeable of the educational and/or business practices that will fulfill our school’s mission
- Utilizes all available financial and human resources to maximize student performance

The SCHOOL LEADER; aka - PRINCIPAL, AP, DEAN

The school leader will be responsible for the achievement of the mission and vision of Academia Moderna through successful implementation of the educational program and excellent operations management.

The Principal will have knowledge of:

*Curriculum Development*
- English Language Learner education, approach, and curriculum
- Special Education
- Curriculum development in conjunction with Common Core State Standards
- District and national assessment tools
- Alternative assessment models, and

*Methods and Practices*
- Guides teachers in individualizing the curriculum and/or creating units
- Classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum
- Continues to develop own expertise and knowledge of educational and administrative practices

*Staff Development*
- Determines and facilitates instructional staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops new teacher mentoring program
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations
Behavior Support
- Supports teachers in student behavior management
- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed

Parent Education
- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers

Communication Responsibilities
General Relations
- Ensures proactive clear communication with Superintendent of Instruction, Staff, and CMO
- Updates the Academia Moderna community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on school policy and/or values of the school

Board Relations
- Works with Superintendent of Instruction, Board and attends Board meetings
- Provides the Board “The Principal’s Report,” a complete written status report to be presented at all regularly scheduled Board Meetings

District and Community Relations
- Supports the Superintendent of Instruction working with District to secure needed resources
- Supports the Superintendent of Instruction working in networking with community funding resources

Parent Relations
- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation to meet volunteer hour commitments, which encourages teambuilding

Staff Relations
- Maintains positive environment
- Acts as liaison/mediator between all members of the Academia Moderna community
- Clarifies and resolves personnel issues

Supervision
Staff Supervision
- The Principal oversees the instructional staff, educational consultants and yard positions to ensure completion of all job responsibilities
- Evaluates teachers and provides feedback
- Provides opportunities for teacher leadership and grade level committees
- Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- Oversees instructional staffing responsibilities
- Monitors that all teachers are properly credentialed
- Assists in the creation and updates an Employee Handbook which includes personnel policies
- Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- Ensures adequate staffing and training for planned extended day program

_School Supervision_
- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan
- Ensures compliance with school safety needs

_Special Education Supervision_
- Meets regularly with on-site special education personnel
- Requests monthly report from special education personnel outlining the amount of time each has spent with special ed students and parents as correlated with IEP mandates
- Holds special ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

_School Committees and Parent Groups_
- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals

_Strategic Planning Responsibilities_
- Provides support for an Annual Needs Assessment based upon the previous year’s Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long- and short-term needs based on staff, committee, and community input
- Articulates the means by which the school’s instructional programs can be developed to realize the charter’s vision
- Communicates and collaborates with school community to meet instructional planning needs

_Program Quality Review_
- Applies for WASC Accreditation
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

_Business Management Responsibilities_

_Development_
- Identifies grant sources and provides support for the execution process
- Provides support for school-wide fundraising opportunities
• Provides support in motivating school community to develop fundraising opportunities
• Provides support in networking possible funding sources
• Provides support in creating database of contributors and contacts
• Provides support in integrating fundraising/development efforts into the long term goals of the school
• Provides support in finding resources within parent community to support development efforts
• Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

Finance and Accounting
• Provides support in creating instructional budget with direction from Board, Superintendent of Instruction, Budget and Executive Committees
• Manages instructional contracts, such as with independent contractors that provide reading intervention

Physical Plant
• Provides support and interfaces with building management
• Provides support in maintaining code compliance
• Provides support in implementing computer technology maintenance and support
• Provides support in purchasing and inventory

Data Management
• Provides support in maintenance of website and school network
• Provides support in the acquisition and training of school Student Information System
• Provides support in the gathering, analysis, interpretation and reporting of data
• Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
• Provides support in attendance reporting process in order to maximize funding

Provides leadership by:
• Advocating and supporting the philosophy, mission within the Academia Moderna staff, students, and families
• Being committed to the implementation of the school’s innovative programs including the IB program and a robust ELL, ELA and math programs
• Providing support for program initiatives through appropriate professional staff development
• Working effectively within a team environment
• Demonstrating the use of appropriate communication tools and current technology
• Promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation
• Implementing a shared decision making process agreed upon by all stakeholders
• Demonstrating the ability to make informed and objective decisions
• Modeling life-long learning by engaging in continuing education

Overall Qualifications:
• Professional Administrative Credential and/or Master Degree in Education or equivalent
• At least 5-year experience in the education field, IB related experience preferred
• Management, administrative, curriculum implementation and instructional expertise
• Experience with school budgets
• Willingness to learn about IBPYP and school leadership
• Background Clearance from FBI/DOJ
• TB Clearance

Teachers
Teachers will be responsible for high quality instruction as well as achievement of Academia Moderna’s educational goals and objectives. Teachers will:
• Participate in the development and incorporation of the International Baccalaureate Primary Years Program
• Prepares and implements lesson plans that lead to student understanding of the school curriculum content
• Assesses student progress and maintaining accurate records
• Utilizes assessment data to improve student achievement and individualize instruction
• Identifies students academically at-risk and initiates an intervention program with the Principal to ensure that students succeed
• Maintains regular, punctual attendance

Provides leadership by:
• Demonstrating a commitment to the school vision and mission, and its programs including the IBPYP and the robust ELL, ELA and math programs
• Communicates effectively with other staff members, students, and parents
• Participating on at least one committee or council
• Participating and/or leading parent meetings and academic events
• Attending conferences and staff development related to program improvement

Academia Moderna teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”). Accordingly, a teacher must have:
• A bachelor’s degree
• A California multiple subject credential or an University Intern Permit (for no more than three years while actively working toward completion of their state credential)
• CLAD or BCLAD certificates
• Demonstrated subject competency through appropriate examination or coursework
• A background clearance from FBI/DOJ
• Background in teaching in urban or similar communities
• TB Clearance
• A commitment to teacher development in the IBPYP
**Office Manager**
Assists the Academia Moderna Principal with all administrative functions and provides direction to administrative staff. The Office Manager will:

- Prioritize, coordinate, and monitor the work of administrative staff
- Performs clerical procedures in a school office to ensure timely preparation and submission of reports, records, studies, letters and other materials
- Performs clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment
- Develops school communications in English and Spanish, writes letters and reports
- Performs and/or maintains a variety of records and reports requested by the Principal
- Prepares financial reports for use by the Principal and Board of Directors
- Prepares assessment data for Principal and teachers utilizing state and local testing data
- Communicates effectively and tactfully in both oral and written forms
- Maintains and operates a variety of office equipment such as calculator, copy machine, and computer with speed and accuracy

**Overall Qualifications:**
- A minimum of an AA degree or 48 college units in Business Administration or a related field
- A minimum of 2 years experience in a similar position
- Background Clearance from FBI/DOJ
- Possession of a valid First Aid Certificate
- Knowledge of:
  - Letter and report writing
  - Accurate mathematical calculations
  - Computer software programs and related word processing
  - Record keeping, reference, and data collection systems
  - Proficiency in Spanish preferred

**Administrative Assistant**
Provides support to the Academia Moderna Principal in the carrying out of administrative tasks. In year two, provides support to the Office Manager. The Administrative Assistant will:

- Performs routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepares and maintains employee and/or student attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attends to student health and welfare as needed
- Receives and distributes mail; prepares outgoing mail
• Orders, maintains inventory, and distributes supplies and equipment as required

**Overall Qualifications:**
• High School Diploma or equivalent
• Possession of a valid First Aid Certificate
• Background Clearance from FBI/DOJ
• TB Clearance
• Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
• Ability to perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
• Ability to act as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community

**Special Education Specialist**
Under general supervision, serves as a teacher of exceptional students in grades 6-8; and as a member of the Individual Education Planning Team; participates in decisions regarding placement of exceptional students; creates a flexible program and environment favorable to learning and personal growth in accordance with each student’s ability.

**DUTIES**
Generally teaches all subjects appropriate to the individual student’s needs as indicated on the Individualized Education Program (IEP); provides frequent, intensive and individually planned small group and/or individual instruction in areas of need; participates in Individualized Education Programs (IEP) meetings; establishes with the parents, the goals objectives, activities and materials appropriate for that student within a given time frame and records same on the Individualized Education Program (IEP); participates in the annual and three year review; monitors and records progress toward objectives in Welligent; establishes an ongoing evaluation procedure; plans and implements an instructional program for identified students based on the needs reflected in the Individualized Education Program (IEP) on a pull-out and in class basis; assesses student progress; assists in student identification process; serves as case carrier in the preparation for the IEP meeting at the school site level; serves as a resource in the area of learning handicapped for all school staff; maintains a communication system with regular teachers, auxiliary personnel (psychologist, nurse, speech specialist, parents and other Special Education teachers); provides appropriate physical and psychological environment to establish and reinforce acceptable behavior, attitudes, social skills and self-image; adheres to district policies; maintains professional competency by participating in in-District and other staff development activities; performs other duties as assigned.

**KNOWLEDGE AND SKILLS**
Knowledge of: various learning handicaps and strategies for amelioration; appropriate materials and resources to be used with specific deficiencies at the various grade levels; appropriate assessment tools for diagnosis and screening; teaching and learning
processes; creating productive classroom culture which places strong emphasis on children's social and academic development.

Ability to: interact effectively with staff, parents, students and community agencies; clearly communicate orally and in writing; accept criticism and grow as a result; demonstrate exceptional interpersonal skills.

EDUCATION AND EXPERIENCE
Education: Bachelor's degree or higher from an accredited college or university including all courses needed to meet requirements in the Learning Handicapped area.
Experience: Successful teaching experience, internship, or student teaching in the area of special education.

REQUIRED CREDENTIALS AND CERTIFICATES
Valid California teaching credential authorizing service in the areas assigned

Custodian, Kitchen and Yard
Starting in the first year, the custodian, kitchen staff and yard assistants will perform basic responsibilities given by their supervisors to provide superior service to students and keep the campus grounds and buildings safe and clean. These employees will have:

Overall Qualifications:
- Background Clearance from FBI/DOJ
- TB Clearance
- A minimum of 1-2 years experience performing custodial duties or willing to grow

E. Process for Staff Recruitment and Selection

All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. As previously mentioned above, the Principal will hire all educational program staff. The Principal will create a committee and will receive recommendations from such a committee on candidates that are best suited for the school based on qualifications. Selection will be based on the demonstrated ability to perform required job duties and knowledge of the IB program and or other related curriculum or program that involves the development of the whole child. Candidates that are offered employment will receive a written notice from Academia Moderna of the job offer and will require candidates accept job offer in writing.

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual contract by the Principal. The Board will have final approval over all hiring.

When there is a vacancy in the instruction staff, the Principal will establish an ad hoc Hiring Committee, which will:
- Create Job Announcement
• Create marketing campaign using advertising and promotions
• Recruit potential teachers creating a pool of candidates by requesting resumes
• Select “best-fit” candidates for interviews
• Receive Board approval on all hiring recommendations

Academia Moderna will recruit all personnel, which believe in the vision and mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Academia Moderna will possess the personal characteristics that will model the IB tenets of inclusiveness and global-mindedness.

All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the school. Academia Moderna will also require of all employees to furnish before the first day of start:

• Medical clearance for communicable diseases and Mantoux tuberculosis (TB)
• Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement or a “yes” or “no” answer regarding their prior criminal record, such as “Have you ever been convicted of a felony, or a misdemeanor involving any violent act, use or possession of a weapon or act of dishonesty for which the record has not been sealed or expunged?”
• Documents establishing right to work in the U.S., such as:
  o A copy of a birth certificate issued in or by a city, county, state, or other governmental entity within the United States or its outlying possessions.
  o A U.S. Certificate of Birth Abroad (FS-545, DS-135) or a Report of Birth Abroad of a U.S. Citizen (FS-240).
  o A birth certificate or passport
  o Alien Registration Card commonly known as a “green card” or any other federal “Employment Authorization” card

F. Assessment and Performance

The Principal’s performance evaluations will be based on the Board of Director’s analysis of the Chief Executive Officer, which include reports, summary data from the surveys of faculty, staff, and school community, including a Principal’s self-evaluation and Superintendent’s observations. Please see Appendix I for detail on the evaluation tools to be used for the Chief Executive Officer and as a model for other staff position.

All staff will be assessed through the three-part process that includes an evaluation performance tool, evaluation rubrics, and surveys that will be developed with the assistance of staff and based on the performance evaluations of the Chief Executive Officer as demonstrated in Appendix I. In addition, teacher evaluations will include at least one formal observation, the Principal and teacher
completion of a job specific rubric, and an end of the year interview. The following outcomes will also be assessed in the process.

All teachers will:
- Deliver a quality, enriched, and powerful curriculum that is aligned to state Common Core content standards and the mission and vision that leads to improvement of student learning
- Effective teaching practice and performance of job duties as assigned
- Provide continual assessment of student progress and use that information to evaluate classroom performance towards meeting the needs of every student
- Strive for continuous and open communication with school staff, parents, and community members

All other staff will:
- Perform the daily tasks included in their job description
- Strive for continuous and open communication with school staff, parents, and community members

The Principal will evaluate the Academia Moderna instructional and operations program staff, including the Office Manager, Administrative Assistant, Custodian, and Kitchen staff. Evaluations will be conducted bi-annually and findings will be presented to the Board of Directors. Should a teacher maintain a satisfactory status in regards to these three criteria, he/she will move up one step per year on a pay scale that is competitive with local LAUSD schools.

The Superintendent of Instruction will evaluate the Principal and report to the Board on the following:
- Development and guidance of the academic program to high academic success
- Development and maintenance of teacher involvement
- Maintenance and oversight of education-related budget and sound budget
- Development and maintenance of a positive school culture
- Development and maintenance of parent involvement

G. Compliance

Records of students’ immunizations shall be required to the extent required for enrollment in charter schools and non-charter public schools. Students who do not have a full regime of immunizations will be required to get them before starting school, or as directed by California, federal and local laws and district policies that apply. All staff must provide evidence that they are free from tuberculosis, or as directed by California, federal and local laws and district policies that apply. A Mantoux TB test is required of all employees who have not been tested previously. The Principal will be responsible for maintaining compliance with § 44237 and all applicable health and safety laws.

H. Record Keeping and Emergency Credentials
Appropriate records of credentials held by Academia Moderna teachers and supporting documentation will be monitored and maintained by the Principal and Office Manager. Credentials will be monitored annually in compliance with state and federal law. The charter school will maintain current copies of all teacher credentials and they will be readily available for inspection.

Academia Moderna will take all steps necessary to minimize the use of teachers holding emergency permits, including posting and interviewing for job openings as early as possible and recruiting faculty from accredited teacher credentialing programs.

I. Staff Due Process

All staff members will have due process rights that include:

- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing
- Right to appeal before a free, state arbitrator

Any employee who seeks to complain about an improper action by any employee of Academia Moderna may bring a complaint to the site Principal for an informal discussion with the goal of resolving whatever issue. The employee must submit:

- A written complaint to the Principal to seek resolution. Throughout this process, each party has the right to legal representation. The Principal is responsible for:
  - Documenting and reviewing all allegations and complaints made
  - Provide fair judgment based on the merits of the case within ten (10) working days
  - Provided information on the process to appeal the decision

Staff Determination Appeal Process

If an employee is not satisfied with the Principal’s determination and or the internal process, then an employee must:

- **Appeal:** Submit a written Appeal to the Board of Directors’ Personnel Committee Chair within ten (5) calendar days after the determination. The Committee is composed of at least three self-selected members of the Board of Directors, which have the responsibility to hear and decide questions regarding personnel issues. The appeal shall state the allegations, decision that is being appealed and the action requested of the charter school. The Chair shall serve a copy of the appeal to the full Board, the Committee and upon legal counsel if represented.

- **Hearing:** Within thirty (30) days after receiving the appeal from the petitioner, the Personnel Committee Chair shall consult with the parties to set a mutually agreeable date for hearing.

- **Evidence:** Once an appeal is received by the Chair, all documents relating thereto shall be filed directly with the Chair during
the pendency of the appeal. Copies of all documents submitted shall be provided simultaneously to Board, opposing counsel and or to unrepresented parties.

- **Burden of Proof:** In disciplinary actions, the Chair has the burden of proving cause for the discipline by a preponderance of the evidence.

- **The Public:** Every hearing shall be public, unless the Chair closes the hearing for good cause, such as a request made by the employee to have a closed hearing. Individual parties may be represented by themselves or by an attorney.

- **Limiting Information:** The Chair may issue protective orders limiting access to information obtained in the course of a hearing.

- **Decision:** The Chair shall issue a decision in the form of a preliminary order. The preliminary order shall explain the right to file an explanation to the staff file. A motion for reconsideration is not permitted.

If the employee is not satisfied with the Board’s Personnel Committee’s resolution, the employee may seek further remedy to the appropriate state and federal agencies.
ELEMENT 6: Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

Academia Moderna is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. Academia Moderna will ensure the safety of all students and staff by complying with LAUSD policies on health and safety, such as facility occupancy requirements, as well as all state and federal laws.

Academia Moderna will continue to adapt, adopt and implement a comprehensive set of health, safety, and risk management policies in consultation with the Alta Public School’s Board, staff, and insurance carrier’s risk managers. These policies include, but not be limited to:

- A policy requiring that instructional and administrative staff receive training in emergency response once per year, including appropriate “first responder” training or its equivalent
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes
- Policies relating to preventing contact with blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- A policy establishing that the school functions as a drug-free workplace
- A policy mandating that all employees are subject to fingerprinting
- A policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws
- A policy establishing sexual harassment training for all employees
- A policy establishing an adherence to Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools

These policies will be incorporated into the school's handbooks and will be reviewed on an ongoing basis by the Board, insurance carrier and as part of the school's staff development. A current Safety Plan will also be developed and copies will be maintained and distributed to all staff. Insurance carrier and consultants will train staff annually on the safety procedures adopted in the plan. A draft Safety Plan is attached in Appendix G.

A. Facilities and Building Codes
Upon charter approval, Academia Moderna will open in a facility that has received state Fire Marshal approval, meets the L.A. Uniform Building Code, meets the federal American Disabilities Act (ADA) access requirements, or any other applicable building code and will have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections will be undertaken as necessary to ensure the school meets all safety standards. The school will maintain on file readily accessible records documenting such compliance.

Depending on the facility and the lease requirements, Academia Moderna will outsource all major and minor upgrades and repairs, including pest control, landscaping and gardening to vendors qualified to perform such functions.

The Principal or designee will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, or hazardous materials) by developing appropriate policies and awareness training.

**B. Procedures for Background Checks**

Employees shall submit fingerprints to the Department of Justice via LiveScan processing. Employee shall not start work until results are received from the Department of Justice and the employee is cleared to begin work. Academia Moderna assures that all employees shall be required to furnish the school with a criminal record summary as described in Ed Code 44237.

All staff must demonstrate that they are free from tuberculosis as mandated by Education Code 49406. Academia Moderna will require the examination of faculty and staff for TB, as described in EC Section 49406. Mantoux TB is required of all new employees or every four years for all other employees. The Principal is responsible for ensuring that all employees comply with § 44237 and all applicable health and safety laws.

**C. Role of Staff to Report Child Abuse**

Academia Moderna adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. School staff must report to the proper authorities if they suspect the following occurring to a student:

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

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

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the South Gate or Los Angeles County Sheriffs Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or City of South Gate or Los Angeles County Sheriffs Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student’s record and will be made available to the parent or guardian.

D. Immunizations and TB Testing

All enrolling students are required to provide records documenting immunizations to the extent required by public schools. Records of student immunizations shall be maintained to the extent required for enrollment in public schools, and staff shall comply with County requirements for periodic Tuberculosis (TB) tests. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended any other public school.

E. Medication in School

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

F. Emergency Preparedness
Academia Moderna will further develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train, or contract with trainers to train, all instructional and administrative staff in basic first aid.

**Fire Drills**

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

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

**Disaster Drills**

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

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

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

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

**Bomb Threats**

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

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

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

**Evacuation Plan**

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

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.
Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

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

**Staff Responsibilities**

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

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

Academia Moderna has a Health, Safety and Emergency Plan in place for the operation of the Charter School. The Charter School will ensure that staff are trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

**G. Blood Borne Pathogens**

Academia Moderna shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Academia Moderna Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.
H. Sexual Harassment Policies and Procedures

Academia Moderna is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, familial status, veteran, genetic information, sexual orientation, sexual expression, or disability. Academia Moderna will develop a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in our sexual misconduct policy.

I. Freedom from Harassment Policy

Internal disputes at the Charter School, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and processes developed by the charter school that are included in the student and staff handbooks.

Health, Safety and Emergency Plan

“Academia Moderna 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. Academia Moderna 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)

The Academia Moderna, 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: Racial and Ethnic Balance

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

A. Community Outreach Plan

Academia Moderna will use a variety of free and volunteer strategies or means to reach the racial and ethnic balance reflective of the LAUSD or surrounding community about our school using. We will communicate with local and hard-to-reach families, organizations, and community leaders about our school using:

Fliers - We will create fliers in English and Spanish, given the high percentage (89.1%) of “Spanish as a primary language spoken at home” demographic in surrounding community, outlining our mission and vision for the school and the community providing invitations to monthly community meetings. In the first quarter of 2014, beginning January 2014 to end of March 2014 a total of at least 5000 fliers will be distributed as the main means to recruit 80 students total at the end of the second five-year term. Numerous locations in the Academia Moderna target community have been identified including several key locations to contact hard-to-reach members of the community. These key locations include but are not limited to:

CHURCHES
Apostolic Assembly
5792 Main Street Bl., SGate, CA 90280
Betel Iglesia Presbiteriana
8431 State Street, SGate, CA 90280
Bible Assembly of God
10125 California Ave., SGate, CA 90280
Centro Cristiano
8969 State Street, SGate, CA 90280
Church of God
13129 Paramount Bl., SGate, CA 90280
Cofradia Our Lady of Charity
8638 State Street, SGate, CA 90280

Community Presbyterian Church
3300 Liberty Bl., SGate, CA 90280
Evangelica Baptist Church
8480 California Ave., SGate, CA 90280
Faith Lutheran
13431 Paramount Bl., SGate, CA 90280
Filipino-American 7th Day Adventist
11801 Utah Avenue, SGate, CA 90280
First Baptist Church of South Gate
8691 California Ave., SGate, CA 90280
First Baptist Indian Church
9325 California Ave., SGate, CA 90280
First Nazarene Church
9628 State St., SGate, CA 90280
Grace Bible Church
4936 Tweedy Bl., SGate, CA 90280
Hope Christian Center
10125 California Ave, SGate, CA 90280
Iglesia Bautista
10313 California Ave., SGate, CA 90280
Iglesia Gloria De Sion
10201 San Carlos Ave., SGate, CA 90280
Kingdom Hall of Jehovah Witnesses
8440 Victoria Ave., SGate, CA 90280
Landmark Missionary Baptist Church
2953 Sequoia Dr., SGate, CA 90280
Maranatha Evangelistic
8500 Long Beach Bl., SGate, CA 90280
Monte de Sion
8121 California Ave., SGate, CA 90280
Peace Lutheran Church
4513 Tweedy Bl., SGate, CA 90280
Presbyterian Church
3300 Liberty Bl., SGate, CA 90280
Redeemer Lutheran Church
2626 Liberty Bl., SGate, CA 90280
South Gate First Christian
3030 Firestone Bl., SGate, CA 90280
South Gate Church of Christ
9618 Alexander Ave., SGate, CA 90280
St. Helen's Catholic Church
8912 South Gate Ave., SGate, CA 90280
St. Margaret’s Church
4704 Tweedy Bl., SGate, CA 90280
United Methodist Church
9605 State St., SGate, CA 90280

COMMUNITY ORGANIZATIONS
American Youth Soccer Asstn.
8993 San Luis Ave., SGate, CA 90280
 Beautification Committee
3350 Tweedy Bl., SGate, CA 90280
Eagles/ Eagles Auxiliary
8100 Otis St., SGate, CA 90280
Hollydale Senior Citizen's Center
1221 Industrial Ave., SGate, CA 90280
Miss South Gate Pageant
3350 Tweedy Bl., SGate, CA 90280
JADE Family Services
9321 State St., SGate, CA 90280
Rotary Club of South Gate
South Gate Park, Banquet Room
4900 Southern Ave., SGate, CA 90280
Senior Citizen's Club of South Gate
4855 Tweedy Bl., SGate, CA 90280
South Gate Art Association
8680 California Ave., SGate, CA 90280
South Gate Boosters Club
10210 Alexander Ave., SGate, CA 90280
South Gate Civic Center Museum
8680 California Ave., SGate, CA 90280
South Gate Toastmasters Club
4024 Tweedy Bl., SGate, CA 90280

POST OFFICES
10120 Wright Rd., SGate, CA 90280
3270 Firestone Bl., SGate, CA 90280

PRESCHOOLS
Kedren Headstart
10125 California Ave., SGate, CA 90280
Kid Town USA
13500 Paramount Bl., SGate, CA 90280
Kiddie Korner
13067 Paramount Bl., SGate, CA 90280
Kids’ Forum Preschool
4523 Tweedy Bl., SGate, CA 90280
Little Lollipop Pre-School
8439 California Ave., SGate, CA 90280
MAOF Headstart Calif. Center
9501 California Ave., SGate, CA 90280
Montessori Children’s Academy
10108 California Ave., SGate, CA 90280
St Helen Pre-School
9329 Madison Ave., SGate, CA 90280

LAUSD Pre-schools/Headstarts
SAN MIGUEL ES
9801 San Miguel Ave., SGate, CA 90280
TWEEDY ES
9720 Pinehurst Ave., SGate, CA 90280
WESTSIDE ES
9200 State St., SGate, CA 90280
INDEPENDENCE HEADSTART
8692 Virginia Ave., SGate, CA 90280
Independence Elementary
8435 Victoria Ave., SGate, CA 90280
Bryson Avenue School
4470 Missouri Ave., SGate, CA 90280
Liberty Boulevard School
2728 Liberty Blvd., SGate, CA 90280
San Gabriel Avenue School
8628 San Gabriel Ave., SGate, CA 90280
San Miguel Avenue School
9801 San Miguel Ave., SGate, CA 90280
Stanford Avenue School
2833 Illinois Ave., SGate, CA 90280
State Street School
3211 Santa Ana St., SGate, CA 90280
Victoria Avenue School
3320 Missouri Ave., SGate, CA 90280
Plaza De La Raza Headstart
13431 Paramount Bl., SGate, CA 90280
Our strategy will be to deliver informational flyers to all of these locations once per quarter and focus on the church locations that are in close proximity and with great attention to those independent and LAUSD pre-schools for a second and third flyer delivery.

**Electronic Media** - We will utilize our web site (www.academiamoderna.org), designed by parent volunteers to provide information about the school’s instructional model, student registration, upcoming meetings, Board members, potential job openings, and will include contact information for parents seeking more detailed information on the IB program. All information on the web site will be provided in Spanish as well. Moreover, we will utilize Constant Contact, our Internet marketing company, to continuously communicate with parents and other community members online.

**Earned Media** - The Academia Moderna governing Board will create an Ad Hoc public relations team that will produce a media packet to distribute to local media outlets to receive free earned media placements. The team will send quarterly news releases or as Academia Moderna creates newsworthy stories. We will pitch our stories to newspapers and local TV outlets, such as the approval and opening of our school. We will also provide progress reports and invitations to community meetings and events, starting January 2009. All press releases will be translated into Spanish, or other languages, if required or appropriate, for target distribution. The following publications will be included:

**PRINT**
- Tu Ciudad magazine
- Impacto USA newspaper
- La Opinión newspaper
- La Ola - Los Angeles
- El Aviso magazine
- Hoy newspaper
- Los Angeles Sentinel newspaper
- Los Angeles Wave newspaper
- Daily Breeze newspaper
- LA Families magazine
- LA Parent magazine
- LA Weekly newspaper
- Los Angeles magazine
- Los Angeles Times newspaper

While we believe these periodicals will reach our target communities, it is generally known in public relations that Hispanics, our largest ethnic group, do not primarily consume their news through the print media. Hence, we will work diligently to receive coverage in local Spanish TV media, which includes:
- KMEX TV 34- Univision
- KVEA TV 52- Telemundo
At the same time, we will also work to receive coverage in all local general market TV media outlets, including and not limited to public broadcast and other ethnic stations. This plan implementation will ensure that we receive positive name recognition by the local community as a school with great potential, staff and educational option for local students.

Community Meetings - Academia Moderna will hold community meetings open to the general public, to inform and equip families to make a decision about enrolling their children in Academia Moderna. At each meeting, an Academia Moderna representative will collect interested family information including name, address, telephone number and email address for future communications about student matriculation and other activities. Meetings will commence in January 2014 and will be held monthly until March 2014 when our potential lottery will be held. The Principal, CMO staff and volunteer Board members will conduct these monthly meetings. At every meeting, Spanish-speaking representatives of Academia Moderna will be present to assist non-English speaking parents of prospective students. The meetings will be held at locations Academia Moderna has chosen and are popular venues widely frequented by families of all backgrounds, which include the South Gate and Huntington Park Libraries and the South Gate and Huntington Park Recreation Centers. Church community rooms will also be utilized as meeting centers.

Individual/Family Meetings - Academia Moderna recognizes that personal one-on-one contact with families is the best way to reach potential students. Thus, Academia Moderna representatives will create opportunities for meetings with prospective students and their families at their home or at the home of our representatives, always with Spanish translations. We will start our individual meetings January 2014. The Principal and school staff will make appointments to conduct these meetings as requests become available.

B. Racial & Ethnic Balance Reflective of the District

Dictated by the tenets of the International Baccalaureate program and a culture of inclusiveness, Academia Moderna will extend its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of LAUSD. Surrounding demographics suggest that the school will be 93% Latino/Hispanic and 7% White and “other.” In the sponsoring district, LAUSD, there is an overall smaller concentration of Latinos/Hispanics 73%, while African-Americans are at 10%, Whites at 8%, Asians and “others” at 7%. We will make it our over goal to seek out a larger diversity of students for our school reflective of the sponsoring school district.

Given that our surrounding neighborhood is not reflective of the LAUSD community, we will make it our prime objective to seek out a larger diversity of students for our school reflective of LAUSD. Some of these efforts include reaching out to diverse ethnic and racial groups within the target community as well as expanding our outreach efforts outside our target area, which includes South Los Angeles, using flyers, presentations,
word-of-mouth communication with current parent contacts, and local ethnic media outlets, such as the Sentinel Newspaper and the Press Telegraph Spanish editions and ethnic web sites as La Opinion web site.

Academia Moderna will be open to all students residing in California who wish to attend.

C. Public School Choice

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 Academia Moderna 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”). The 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 school.

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

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

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

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

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

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

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**ELEMENT 8: Admissions Requirements**

"Admission Requirements, if applicable." Ed. Code § 47605 (b)(5)(H)

**A. Non-discrimination**

Academia Moderna will admit all students who wish to attend the school up to capacity, and at that point will be placed in a waiting list in order drawn from a random public lottery. There will not be a test or assessment to students prior to acceptance and enrollment into the school. Admissions in Academia Moderna will not be determined by the student’s place of residence, or of his/her parent or guardian, within this State as provided in Education Code Section 47605(d)(2).

Academia Moderna will actively recruit a diverse student population, including low achieving and low-income students, from the District and surrounding areas and will abide by all state and federal laws regarding admissions. Academia Moderna will abide by all state and federal guidelines regarding admissions and enrollment procedures, and the No Child Left Behind Act (NCLB).
**McKinney-Vento Homeless Assistance Act**
Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment.

**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.

**B. Admission Requirement**

Academia Moderna is a school of choice. When applying for admissions, a written application is required from all students. Students may apply for admission at any time during the year. However, if the school has more admission applications than seats available, the school will hold a public random drawing and admissions application will be held until subsequent enrollment periods for applicants that we have not randomly chosen to attend. Academia Moderna will have public enrollment in January to March each year. The Board of Directors will set admission application deadlines for each enrollment period on an annual basis.

Upon such time that the new admission dates are created by the Board, our Outreach Plan tactics described on Element 7 will be utilized and implemented to make sure parents and community are aware of such changes. In addition, utilizing existing parent database, we will communicate directly with parents to inform them of the new application dates by mail or by email.

**C. Application Process**
The admissions process is comprised of the following steps, respectively:

- Pre-admission: Parent volunteer attendance at one of our weekly school orientation meetings
- Pre-admission: Completion of a student admissions application
- Post-admission: Parent signature of School Commitment
- Post-admission: Proof of Immunizations
- Post-admission: Home Language Survey
- Post-admission: Completion of Emergency Medical Information Form

Applications will be accepted during the open enrollment periods starting in August and December for enrollment in the following school year. Upon receipt of applications, each application will be numbered and stamped with the date and time. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine enrollment for the impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following school year. Existing students will be exempt from the lottery.

Typically, the school will have its open enrollment in January to March. For the school’s first year during the second five-year charter term, the dates are as follows:

- Open Enrollment: January 1 - March 31, 2014
- Lottery Date: April 30, 2014

D. Lottery Process

If there are more applications than there is capacity in a grade than the Charter School can accommodate, a random public drawing will be held, using an impartial witness, such as local elected officials or members of the business community to pull numbers from a vessel holding potential student information cards or tickets. The date of the lottery will be announced in the public venues listed in the Community Outreach Plan, with at least one month for applicants to apply before the date of the lottery. Before the day of the lottery, it is determined that a lottery must be forwarded, the lottery will take place on April 30, 2014 at 10am at the Academia Moderna Multipurpose Room.

When there are more applications than there are seats available a public random lottery will take place. The lottery will be fairly executed in the following manner:

1. At the end of Open Enrollment, “Intent to Enroll” applications will be counted by the Office Manager and Principal to determine if there are sufficient applications to fill vacant seats per grade level or class. If Principal and Office Manager discover that there are more applications than there are seats, it will be determined that a public random lottery will be held.

2. After the determination to hold a public random lottery, a date will be selected one month after the last day of “Open Enrollment.” A notice will then be sent by mail or email to all parents or interested observers with enrolled students and will be announced on our web site and weekly newsletter.
3. The Principal and Office Manager will send a letter to all applicants in the grade level or class that has been determined to require a public random lottery no later than seven days before the lottery date. The letter will state the date, time and location of the public random lottery. As well as other arrangements made by the school such as childcare or parking, and contact information. All public random lotteries will take place in the school grounds of the school requiring the lottery.

4. At the day of the lottery, in public view, all in-district, siblings and children of Board members applicants present will be called and will receive two duplicate lottery tickets; out-of-District applicant will be given one duplicate lottery ticket. After parents are notified by mail of lottery date 10 days before event by Academia Moderna. After parents have confirmed their attendance at the lottery or have representation, they will be given a duplicate lottery ticket the day of the event. All lottery tickets will be duplicate tickets, meaning two tickets will have the same number. One of the duplicate tickets will be given to the applicant and the other will be placed in a blank envelope with the grade level and class written on them. All lottery tickets will have the duplicate number, the students name and class seat being raffled. Only those present will receive a lottery ticket. Those not present will be placed in a waiting list.

5. As the raffle begins, all the tickets for a particular grade level or class will be taken out from their envelopes and placed in a bowl or tumbler by the Principal or Clerk. An invited objective judge (may be a representative of the School District or public office) will then agitate the tumbler or bowl to secure a random outcome and will draw a ticket per seat being raffled. The ticket number and the name will be read out-loud and in public.

6. A designated clerk, appointed by the Board, will verify that the name and number match those on the duplicate ticket as they are being drawn. The clerk will record all names of the lottery winners and will deliver to them the same day a matriculation application packet for Academia Moderna.

7. The designated, objective clerk, (a non-parent) appointed by the Board will ensure that the grade level, name and number match those on the actual application and will gather all information and minutes of the lottery to present to the board. A record of the lottery will then be codified in the minutes of the Board of Directors.

8. When student seats for each grade level are filled or for those not having representation the day of the lottery, names will continue to be drawn to create a waiting list of students to be called upon when a vacancy occurs. In the event that an emergency arises or a dispute occurs, a backup or follow-up lottery date will be scheduled

Preferences for available spaces, represented by an additional lottery ticket, will be granted to:

1. Students residing within the LAUSD boundaries as indicated by Education Code section 47605(d)(2)(B
2. Sibling(s) of a current student
3. Children of Founding Board members and current employees, not to exceed 10% of the school’s total enrollment
Academia Moderna is a public school of choice and as such will serve all and any students on a first come, first serve basis. When the number of students who wish to attend exceeds capacity, a public random lottery will be called. At the day of the lottery, all applicants in the random public lottery will be given one lottery ticket to be drawn by an independent, non-interested person. Those applicants that fall under the “preferences” category will be given an additional ticket per preference class to be included in the random drawing- for example: an applicant that is a non-LAUSD resident will receive only one lottery ticket. But, an applicant that is an LAUSD resident will receive two lottery tickets; and, an applicant that is both an LAUSD resident and a Sibling of a current enrolled student will receive three lottery tickets.

Preferences at Academia Moderna only mean that the applicant will receive an extra ticket in the Random Public Lottery, which will only increase the applicant’s chances of winning a seat through the lottery.

Upon the conclusion of the Random Public Lottery, the Principal or Office Manager will give each “winner” an enrollment packet to bring back to the school completed within 5 days and conclude the matriculation of the student into the school. If a parent or guardian has not completed the enrollment packet within 5 days after the lottery, a letter will be sent to the parent to ensure the student is still interested in enrolling in the school. The letter will include the deadline of 5 additional days to answer with a positive answer by coming in the school with the student and the paperwork completed or if a “not interested” answer is required it will be asked that it be made in person or by mail, then the seat will be given to the next person in the waiting list.

All names not admitted because of capacity will be retained in a waiting list. Upon an open seat, students will be admitted in the order they were drawn in each grade level. Students will be called and informed by mail of the open seat available by the Office Manager or designated clerk, to the waiting list applicant. The letter will include an application and the deadline of ten (10) working days to accept enrollment. Parents accept reenrollment by completing an application or by accepting enrollment via mail, verbally in person or by phone. All parents accepting enrollment will complete an enrollment application. If student in waiting list does not accept the offer to enroll in the school within ten days, the next student in the waiting list will be called to enroll in the school through the same process.

Each lottery will be documented in the school’s lottery file and signed by the Administrator, clerks, and witnesses. A copy of each notification letter sent to a parent shall be kept in the same file, as well as acceptance or denial letters.

All lottery policies may be refined from time to time as deemed necessary, with the approval of LAUSD. If so, the Charter School will notify the District of the new policies within 45 days of approval of the Charter School’s Board of the revised policy, prior to the enrollment period in which the revised policies will be implemented.
ELEMENT 9: Financial Audits

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

A. Annual Independent Audit

Academia Moderna will be an independent, directly funded charter school operating in the LAUSD. Each year, the governing Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. An accountant certified by the State of California with knowledge of school budget and accounting procedures will conduct the independent audit. This audit will be conducted according to generally accepted accounting practices (GAAP), the Charter School K-12 Audit Guide regulations and as required by the California Education Code 47605(b)(5)(I) to verify the accuracy of the Charter School's financial statements, attendance, and enrollment accounting principles and review the charter school’s internal controls. On a daily basis, a system of internal controls will be instituted and maintained by the school’s Principal with the assistance of CEO and Charter Impact, the charter school’s business services provider.

To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor.
Accordingly, the independent auditor as the LAUSD Office of the Inspector General will be presented with the following systems and procedures to conduct the required audit:

- Compliance with terms and conditions described in the approved charter
- Internal controls, operational and financial
- Board agendas, minutes and other information related to financial reporting
- The charter school’s debt structure
- Governance policies and procedures
- The charter school’s enrollment process
- Compliance with safety plans and procedures
- The process for attendance recoding and reporting
- Compliance with grant requirements

Fiscal statements audited by the independent auditor will be submitted to District within four months following the close of the fiscal year. The charter school's audit committee will review any audit exceptions or deficiencies and report to the Academia Moderna school Board with recommendations on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and the LAUSD. Audit exceptions will be addressed by the Charter School and auditor within 30 to 60 days of reported findings prior to final report.

Academia Moderna agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to LAUSD, the California Department of Education, and the State Board of Education by December 15th following each school year. Academia Moderna will provide interim financial data required by the district to fulfill its obligation to the county and state.

**B. Audit Exceptions & Deficiencies to be Resolved**

Audit exceptions and deficiencies will be resolved in conference with auditing agency prior to the completion of the auditor’s final report. The Treasurer of Academia Moderna’s governing Board of Directors will participate in the audit process along with the CEO. The designated fiscal officer will be the CEO and independently contracted CFO, Charter Impact. Academia Moderna will provide LAUSD with the final audit results by the 15th of December following the end of the school year. Audit exceptions and deficiencies in the final report will be resolved to the satisfaction of LAUSD. Academia Moderna will utilize attendance accounting procedures that will satisfy requirements for LAUSD, LACOE and CDE. To address audit findings, Academia Moderna will undertake three steps to address audit findings or exceptions: 1) auditor and Administrator will re-inspect by revisiting background information, which inspectors will use to gage the finding’s context and to identify possible strengths and weaknesses; 2) the auditors will observe and examine the actual process, internal assessment or external tests, that may have cause the deficiency and discuss with staff or students and parents; and, 3) auditors will create a formal report that provides feedback to the School Leader, the Board, the State and LAUSD that outlines the strengths and weaknesses and any improvement recommendations.
C. Reports to District

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to school’s Calendar
- h. Statistical Report – monthly according to school’s Calendar of Reports
  In addition:
  - i. Instructional Calendar – annually five weeks prior to first day of instruction

Other reports as requested by the District

Special Education Revenue Adjustment/Payment for Services

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.
ELEMENT 10: Student Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

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

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

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

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

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

Students learn best in a safe and healthy environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. To set clear expectations of students, the student discipline policies at Academia Moderna will be further refined as the school accesses input from parents, teachers, and students. These policies will be distributed in the school’s Student Handbook and will describe the school’s expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse, among other topics. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Academia Moderna staff will update our comprehensive set of student policies, including discipline policies, through the work of the Executive Committee that includes interested parents, students, and staff and addresses the California Education Code, Section 48900 for suspension and expulsion, by August 1st, 2014.

Students who do not live up to their responsibilities outlined in the Student Handbook and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges, such as the ability to play in organized team sports
- Notices to parents by phone or letter
- Referral to the Principal or Principal or designee
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

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

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

Prior to suspension/expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and Principal to support the student in the improvement of his/her behavior. The SST will develop specific modifications and intervention strategies for the student to follow. Student behavior will be monitored with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies may be suspended. Students who present an immediate threat to health and safety will be suspended.
**Progressive Discipline Plan**

The staff at Academia Moderna believes that every student should have the opportunity to learn skills and values that are necessary for personal development. In order for children to learn from their behavior, they must understand that they have choices and are accountable for their actions. They must be willing to acknowledge, correct and learn from their mistakes. In order to achieve this goal, it is necessary for students to behave in a safe and orderly way for an effective learning environment.

Parents and teachers will be actively involved in helping students understand their choices and that they have either a positive or negative effect. Our progressive discipline plan is designed to assist children in being aware of their behavior. It applies to on campus behavior.

**Guiding Principals**

- **Respect**: Treat others the way I want to be treated; respect laws, rules, and school authority; treat people fairly and respect their rights; respect public and private property.
- **Responsibility**: take responsibility from my actions; choose how I respond to others; return what I borrow.
- **Appreciation of Differences**: look to the good in others; respect each person’s right to be different; see cultural diversity as an opportunity for learning
- **Honesty**: be honest with yourself and others; act with integrity; avoid spreading rumors or gossip
- **Safety**: engage in safe activities; keep body and mind healthy; choose only those things that are really good for me
- **Life-Long Learning**: come to school prepared to learn; give me best in everything I do; be open and alert to solutions

When students model the guiding principals, they will treat others with respect; find peaceful solutions; listen to each other; are drug free; keep school clean; have healthy friendships; produce their own work; maintain honesty and integrity; show empathy and compassion; defend other’s rights; appreciate differences; respect the property of others; engage in safe activities, and do not tolerate bad activities.

To create a culture of discipline, students are expected to:
1. Learn and follow school and classroom rules
2. Solve conflicts maturely, without physical or verbal violence
3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs
4. Be good role models and help create a positive school environment
5. Report any bullying harassment, or hate motivated incidents
6. Display good sportsmanship on both the athletic field and playground
7. Attend school on time, have school books and supplies and be prepared to learn
8. Keep social activities safe and report any safety hazards
**Parent/Caregiver Responsibilities**

Parents and caregivers and schools are partners in their children’s education. In order to create safe respectful, and welcoming schools, parent support is needed to help children learn and follow school and classroom rules. Parents are the most important persons in a child’s life, and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child’s behavior at school. These are some tips for parents:

- Learn the rules for your child’s school and make sure you and your child understand them
- Involve you child in the establishment of the rules in the home
- Participate in the child’s education, help with homework, speak to their teachers, attend school functions
- Use a positive approach when disciplining your children; say more “do this” than “don’t do that; set limits
- Help your child develop a network of trusted adults to provide additional support when needed
- Teach your child to resolve problems
- Recognize your child’s accomplishments and improvements
- Help your child understand the value in understanding individual differences
- Help your child find ways of expressing anger without verbal attacks of physical violence
- Keep an open communication with your child
- Set an example for them

Outlined and comprised in the Academia Moderna’s Progressive Discipline Plan sheets (Appendix M for Plan Sheets), which will be utilized in the classroom, stipulates behaviors that will not be allowed at school. Also outlined are the consequences of engaging in such behaviors. Each teacher will have the Discipline Behavior Sheets in which teachers will record each disciplinary incident. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the consequences. Before behavior escalates to such actions such as Possession of a Weapon, which will require expulsion, all intervention reports and citations will be kept on file in the Student Information System. Any student not presenting an immediate threat to health and safety, will be immediately dealt with first utilizing alternatives to Suspension and Expulsion:

- Alternative programming; change of class; independent study
- Behavior monitoring; progress report cards
- In-school alternatives; social- emotional skills training
- In-school community service
- Counseling
- In-school parent supervision
- Problem solving/contracting
Discipline Plan Sheets in PDF Attached in Appendix M

Suspension
Academia Moderna Pupil Suspension and Expulsion policy promotes learning and protects the safety and well being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Academia Moderna’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements and are approved by the District.

Academia Moderna staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of Academia Moderna 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.

Academia Moderna’s Principal 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 Administrative Procedures are available on request at Academia Moderna’s Principal’s or designee’s office. The policy will be printed and made available for distribution.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion and while students await investigation or hearing. Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work will be obtained by Principal from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension.

Work will be obtained by Principal from teachers the afternoon of the out of school
suspension and placed in the front office to be available for pick up by a parent or guardian.

**Grounds for Suspension and Expulsion**

“A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to” Education Code Sections 48900 et seq. As outlined in Ed Code, Sections 48900, et seq., a student shall be recommended for suspension and expulsion for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, used, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)

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

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

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma

Engaged in, or attempted to engage in, hazing as defined in Section 32050. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive
• Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
• Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
• Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
• Intentionally “hacked” or broken into a School or School affiliated computer system.
• A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The Principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and or sessions with a mental health professional.
<table>
<thead>
<tr>
<th><strong>Category I</strong></th>
<th><strong>Category II</strong></th>
<th><strong>Category III</strong></th>
</tr>
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<tbody>
<tr>
<td>Student Offenses with <strong>NO</strong> Principal Discretion (except as otherwise precluded by law)</td>
<td>Student Offenses with <strong>LIMITED</strong> Principal Discretion</td>
<td>Student Offenses with <strong>BROAD</strong> Principal Discretion</td>
</tr>
<tr>
<td>Principal <strong>shall immediately</strong> suspend and recommend expulsion when the following occur at school or at a school activity off campus.</td>
<td>Principal <strong>must</strong> recommend expulsion when the following occur at school or at a school activity off campus <strong>unless</strong> the principal determines that the expulsion is inappropriate.</td>
<td>Principal <strong>may</strong> recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, while going to or coming from, a school-sponsored activity.</td>
</tr>
</tbody>
</table>
| 1. Possessing, selling, or furnishing a firearm. | 1. Causing serious physical injury to another person, except in self-defense. | 1. Caused, attempted to cause, or threatened to cause physical injury to another person. *(Unless, in the case of "caused," the injury is serious.*  
2. First offense of possession of marijuana of not more than one ounce, or alcohol.  
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. |
| 2. Brandishing a knife at another person. | 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. | 4. Caused or attempted to cause damage to school or private property.  
5. Stole or attempted to steal school or private property.  
6. Possessed or used tobacco.  
7. Committed an obscene act or engaged in habitual profanity or vulgarity. |
| 3. Unlawfully selling a controlled substance. | 3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) | 8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.  
9. Disrupted school activities (school-wide activities; issued only by an administrator)  
10. Knowingly received stolen school or private property.  
11. Possessed an imitation firearm.  
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. |
| 4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). | 4. Robbery or extortion. | 13. Engaged in sexual harassment.  
14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.  
15. Made terrorist threats against school officials or school property, or both.  
16. Willfully used force or violence upon the person of another, except in self-defense. |
| 5. Possession of an explosive | 5. Assault or battery upon any school employee. | 17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action.  
18. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**  
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.  
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050.  
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel.  
22. Aided or abetted the infliction of physical injury to another person (suspension only).  
23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.  
24. Intentionally “hacked” or broken into a School or School affiliated technology system. |

**Grounds for Immediate Suspension and Expulsion**

As noted above, a student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event 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.
The Charter School shall document the alternatives to suspension and expulsion the charter school utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

B. Alternatives

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and truancies are dealt with through Academia Moderna attendance policy and are not in of themselves a student discipline issue.

C. Suspension Process

The teacher shall immediately report a student disrupting the health and safety of the classroom and school for possible suspension to the Principal, who will then decide appropriate action. The pupil will be sent to the Principal for appropriate action, which may include suspension from school or other disciplinary measures, which will be reported to the Superintendent of Instruction and recorded on student's records.

Suspensions from School shall be initiated according to the following procedures:

- Conference
  Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee/Principal or a designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal or designee/Principal. The conference may be omitted if the Principal or designee/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 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 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 of offense, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- **Notice to Parents/Guardians**
  At the time of the suspension, the 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 may also state the date and time when the student may return to school. If Principal or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such request without delay.

**Length of Suspension**

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation to charter school has been made and agreed to by the student's parent/guardian. Parents must agree to a student's extended suspension for reasons, such as an incomplete medical or psychological rehabilitation. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work will be obtained by Principal from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension.

Work will be obtained by Principal from teachers the afternoon of the out of school suspension and placed in the front office to be available for pick up by a parent or guardian.

- **Suspension Time Limits/Recommendation for Placement/Expulsion**

  Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be
considered for expulsion after receiving suspensions totaling 20 days in a single school year.

Upon a recommendation of Suspension or Expulsion by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

**Suspension Appeal Process**

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days directly to the Superintendent of Instruction. The Superintendent of Instruction will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the Superintendent of Instruction determines that the student has not violated one of the rules in the Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

- Academia Moderna’s Superintendent of Instruction will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Superintendent of Instruction will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.

- Based on the information submitted or requested, Academia Moderna’s Superintendent of Instruction may make one of the following decisions regarding the suspension.
  - Uphold the suspension
  - Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings.

- Academia Moderna’s Superintendent of Instruction will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the Charter School Principal.
Authority to Expel
Academia Moderna’s governing Board may expel a student upon the recommendation of an Administrative Panel. The Administrative Panel is to be appointed by the Academia Moderna’s governing Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Panel shall be an impartial panel made up of individuals who are not employed by Academia Moderna, who have no knowledge of the student or the case, and are not members of the Board. The Administrative Panel may recommend expulsion to the Board of any student found to have committed an expellable offense.

Expulsion Procedures
Students recommended for expulsion by Principal 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.

All expulsions cases will be heard by an independent Administrative Panel. And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Under the direction of the Administrative Panel, the Principal or the Office Manager will give written notice of the hearing to the student and the student's parent/guardian at least ten (10) 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 and place of the expulsion 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 disciplinary rules 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.

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

**Presentation of Evidence**
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the governing Board of Academia Moderna who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the Board of Director’s hearing.

**Process of Expulsion Hearing**
The Principal or Administrator files papers with the Board designee (Board Secretary) that are available for review by the student and parent or guardian. These papers may include, but are not limited to: attendance and grades; records of previous offenses; a statement of the facts of the case created by the Administrator or Principal; a statement of facts surrounding the case made by witnesses. The Board designee may subpoena witnesses. The student and his/her advocate prepare their presentation to the Board and, if necessary subpoena witnesses.

1. The Expulsion Hearing will be conducted in a closed session, unless requested by student or representative in writing to be help in public at least five (5) calendar days prior to hearing and does not violate other student privacy rights.
2. The Board will deliberate on expulsion in closed session whether the hearing is in public or in public session.
3. The student’s parents or representatives may address the Board prior to their deliberation. If the Board admits any other person to the closed session, the parent, student and counsel shall be allowed to attend closed session (EC 48918(c).
4. A record of Board hearing will be made and may be maintained by any means, including electronic or digital recording, as long as reasonably accurate and complete written transcription of the proceedings can be made (EC48918(g).
5. The presentation of evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable person can rely in the conduct of serious
affairs. Technical rules of evidence do not apply to expulsion hearings. Hearsay is an acceptable form of evidence and is admissible. In case where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record (EC 48918(f,h)). Findings of fact shall be based on the evidence at the hearing.

vi. Board deliberates and makes a decision to expel. If the decision is to expel, the student will immediately be returned to his/her educational program. The Board's decision not to expel shall be final.

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

**Written Notice to Expel**

The Principal or designee following a decision of the Board to expel shall send written notice of the decision 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(s) committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Academia Moderna.
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

a) The student's name
b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Academia Moderna 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.

**Disciplinary Records**

The Charter School shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the Charter school. These files will only be accessible to Academia Moderna Principal and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

**Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses**

Academia Moderna may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both,
would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by Academia Moderna or a 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. Academia Moderna 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 person or panel conducting the 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 person or group 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 person or group 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Academia Moderna must present evidence that the witness' presence is both desired by the witness and will be helpful to Academia Moderna. 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 the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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.

D. Process for Rehabilitation, Readmission, Interim Placement

Expelled Pupils/Alternative Education
In the event of a decision to expel a student from Academia Moderna, the Superintendent of Instruction will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

Expulsion Appeal Process
A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsion, a fair and impartial panel of representatives appointed by Academia Moderna Board of Directors will hear the appeal, and its decision will be final.

Rehabilitation Plans
Students who are expelled from Academia Moderna shall be given a rehabilitation plan upon expulsion as developed by Academia Moderna Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later
than one year from the date of expulsion when the pupil may reapply to The Academia Moderna for readmission. Expulsions shall not exceed one year in length.

Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Academia Moderna Board following a meeting with Academia Moderna Principal or designee/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Academia Moderna Principal or designee/Principal shall make a recommendation to Academia Moderna Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

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

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

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

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

**Outcome Data**

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

**Rehabilitation Plans**

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.
“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

A. Retirement Program

Academia Moderna will make participation in State Teachers’ Retirement System (STRS) available to teachers, Public Employees Retirement System (PERS) and a volunteer 403b program will be available to other eligible persons working at the school. All salary withholdings from employees and the Charter School’s contributions will be forwarded to the STRS/PERS fund as required. Academia Moderna will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Alta Public Schools CMO and APS CEO shall be responsible for ensuring that such retirement coverage is arranged or administered through the school’s business services provider, Charter Impact, and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3. Academia Moderna governing Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Employee benefits
Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided to qualified employees by the Charter School upon employment contract. Life, health, dental, vision, and related benefits will also be provided to all full-time employees. All Certificated employees will receive STRS and all Classified employees working above 20 hours per week and working above 1000 hours per school year will receive PERS.

Employee Code of Conduct
All employees of Academia Moderna will be expected to engage in a professional manner with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing Academia Moderna. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, sexual orientation and all protected classes. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

Work Schedules
Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. Teachers will work a calendar year comprised of 11 months, which will include professional training beyond the regular teaching schedule. Office and maintenance staff will also work a calendar year of 11
months. Staff members are expected to work closely together and with the administration to develop the supportive educational culture. Staff will be expected to attend meetings, in-service training and similar events and functions in the interests of the school and its mission. Staff will be expected to work a 40-hour week with extra time required at certain times of the school year. For extra time spent after hours, employees will be compensated with Flex Credit Hours redeemable at the time employees’ desire or employees will be remunerated as required by law for fair labor practices.

Additional changes or additions to the Employee Handbook, i.e., calendars, holidays, vacations, work day and year, will from time to time be reviewed and updated by the Executive Committee and presented to the Board for approval. Academia Moderna will comply with all the regulations pursuant to California Labor Code 233 and it will retain the right to alter any of the stated time off policies in the future.

**Paid Time Off**
Employees are granted a specific allotment of paid personal time each calendar year based upon their employment status and their length of service with the Charter School.

Academia Moderna’s Paid Time Off (PTO) program combines *vacation*, *personal time*, and *sick benefits* into a single PTO bank. The PTO program is designed in response to employees’ needs for time off and allows eligible employees to receive their wages for qualified time off work. All regular and temporary full-time and part-time employees are eligible once they satisfy their trial service period.

If one is employed by the Charter School on a full-time basis as of the first day of the school year you are entitled to paid time off according to the schedule below.

As of the first day of the school year:
- Zero to three years – 15 days
- Four to six years – 17 days
- Seven+ years – 20 days

The maximum amount of PTO that a full-time employee who works 40 hours a pay period can accrue each year is fifteen (15) days per year, note that 11 days have been pre-assigned for holidays.

**Bereavement**
A full-time employee of the Charter School may request a leave of absence with pay for a maximum of three (3) consecutive working days with pay from PTO upon the death of a member of his or her immediate family. Members of the immediate family are defined as: father, mother, spouse, child, sister, brother, grandmother, grandfather, father-in-law, or mother-in-law. Your supervisor must approve all bereavement time, and the School may request verification of the facts surrounding the leave and grant or deny the leave as deemed appropriate. Bereavement leave will not be paid if it occurs when the
employee is on vacation or leave of absence, absent due to illness or injury, or not working due to a paid holiday.

**Termination**

All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. Employees will be dismissed from working at Academia Moderna by:

- Voluntary termination or resignation
- Involuntary termination or discharge. When employees are terminated or discharged, Principal will terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. Good cause is defined as a cause that would reasonably impel the average, able-bodies, qualified worker to give up his or her employment. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Principal or designee or the Principal determines that the employee poses a threat to the health, safety, or welfare of the school or students- in that case, the employee will be removed from the campus immediately.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below in the Staff Due Process section.
ELEMENT 12: Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

A. Compliance

Pupils who choose not to attend Academia Moderna 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 LAUSD.

Alternatives schools for students living within the LAUSD attendance area will be the same as those offered to all other students currently residing in the District. The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.
ELEMENT 13: Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
 ELEMENT 14: Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

The staff and governing board members of Academia Moderna agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Academia Moderna, 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 Academia Moderna shall be resolved in accordance with the procedures set forth below:

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

   To Charter School: Academia Moderna
c/o Xavier Reyes, Principal or designee
2410 Broadway
Walnut Park, CA 90255

   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 pm., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O)

Academia Moderna 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. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

In case of school closure, as outlined in Element 16, Closure Procedures, Section 7, for six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by Academia Moderna, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated upon Closure Action.
ELEMENT 16: School Closing Protocol

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Academia Moderna 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 Academia Moderna if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Academia Moderna committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Academia Moderna failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Academia Moderna failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Academia Moderna 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 Academia Moderna in writing of the specific violation, and give Academia Moderna 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 Academia Moderna either by the governing board of Academia Moderna 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 Academia Moderna 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 Academia Moderna 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 Academia Moderna or the LAUSD Board of Education, the governing board of Academia Moderna shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Academia Moderna 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 Academia Moderna 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 Academia Moderna within 72 hours of the Closure Action. Academia Moderna shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Academia Moderna 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. Academia Moderna 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, Academia Moderna 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). Academia Moderna 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. Academia Moderna 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. Academia Moderna 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

Academia Moderna 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. Academia Moderna 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.

Academia Moderna 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.

Academia Moderna 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 Academia Moderna will be the responsibility of Academia Moderna and not LAUSD. Academia Moderna understands and acknowledges that Academia Moderna will cover the outstanding debts or liabilities of Academia Moderna. Any unused monies at the time of the audit will be returned to the appropriate funding source. [Charter School] understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which [Charter School] participates, and other categorical funds will be returned to the source of funds.

Academia Moderna 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.

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.
Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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

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

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

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

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

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Academia Moderna [Charter School]’s right to operate as a charter school or cause Academia Moderna to cease operation. Academia Moderna 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**:
  1. **Pro Rata Share**: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  2. **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

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

Academia Moderna (hereinafter “[short form of school name]” 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

The contact person for the Charter School is _Xavier Reyes________________. The contact address of the Charter School is _2410 Broadway, Walnut Park, CA 90255_. The contact phone number of the Charter School is _323-923-0383___________________.

The address of the Charter School is _2410 Broadway, Walnut Park, CA 90255_, which is located in Los Angeles Unified School District ("LAUSD" or "District"). Board District _5_ and Educational Service Center _SOUTH ESC_.

The term of this charter shall be from _______ July 1, 2014 to June 30, 2019 – 5 yrs. The grade configuration is ______________ TK-5th__________________________. The number of students in the first year will be _439__________________________. The grade level(s) of the students the first year will be __TK-5_________________________. The scheduled opening date of the Charter School is _August 12, 2014_____________. The admission requirements include: __enrollment application, home language survey and applicable health screenings___________________________________________.

The enrollment capacity will be: _____ 486 – enrollment capacity is defined as all students who are enrolled in Charter School regardless of residency_________________________.

The type of instructional calendar will be: _______ traditional, 182-day calendar_________. The bell schedule for the Charter School will be: _7:50am to 3:00pm, MTThF; 7:50 to 1:35pm Wednesday minimum days_________________________________________. 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**

Academia Moderna 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), Academia Moderna 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

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

Academia Moderna shall administer the CELDT annually in accordance with federal and state requirements.

Academia Moderna 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, Academia Moderna will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Academia Moderna 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, Academia Moderna, 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.
Academia Moderna 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 Academia Moderna does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

**LEGAL AND POLICY COMPLIANCE**

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

**RESPONDING TO INQUIRIES**

Academia Moderna, 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. Academia Moderna, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

**NOTIFICATION OF THE DISTRICT**

Academia Moderna 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 Academia Moderna. 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**

Academia Moderna 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**

Academia Moderna 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**

Academia Moderna 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. Academia Moderna 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)**

Academia Moderna, 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 Academia Moderna 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”). Academia Moderna 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 Academia Moderna shall have the right to continue attending Academia Moderna until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Academia Moderna shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Academia Moderna 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. Academia Moderna 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 Academia Moderna under the NCLB-PSC program increases in subsequent years, Academia Moderna 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, Academia Moderna 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. Academia Moderna understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Academia Moderna 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

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

**Element 8 – Admission Requirements**

**McKinney-Vento Homeless Assistance Act**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to
the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**NON-DISCRIMINATION**

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

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

**Element 9 – Annual Financial Audits**

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

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

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

In addition:

- P1, first week of January
- P2, first week of April
r. Instructional Calendar – annually five weeks prior to first day of instruction
s. 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:

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?

D. Was the misconduct a direct result of the Charter School’s failure to implement 504?
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:
  C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  D. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN FREE SCHOOLS ACT**

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

**Element 11 – Employee Retirement Systems**

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

**Element 12 – Public School Attendance Alternatives**

Pupils who choose not to attend Academia Moderna 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 Academia Moderna agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Academia Moderna, 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 Academia Moderna 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:  
   Academia Moderna
   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 5:00 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.

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**

Academia Moderna 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 Academia Moderna 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 Academia Moderna if the District finds, through a showing of substantial evidence, that Charter School did any of the following:
• Academia Moderna committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

• Academia Moderna failed to meet or pursue any of the pupil outcomes identified in the Charter.

• Academia Moderna failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

• Academia Moderna 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 Academia Moderna in writing of the specific violation, and give Academia Moderna 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 Academia Moderna, either by the governing board of Academia Moderna 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 Academia Moderna 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 Academia Moderna, 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 Academia Moderna or the LAUSD Board of Education, the governing board of Academia Moderna shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Academia Moderna 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 Academia Moderna. 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 Academia Moderna within 72 hours of the Closure Action. Academia Moderna shall simultaneously provide a copy of the written parent notification to the CSD.

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

15. Any school district that may be responsible for providing education services to the former students of Charter School. Academia Moderna 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. Academia Moderna 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

Acadia Moderna 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. Academia Moderna 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.

Acadia Moderna 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.

Academia Moderna 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 Academia Moderna will be the responsibility of Academia Moderna and not LAUSD. Academia Moderna understands and acknowledges that Academia Moderna will cover the outstanding debts or liabilities of Academia Moderna. Any unused monies at the time of the audit will be returned to the appropriate funding source. Academia Moderna 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 Academia Moderna participates, and other categorical funds will be returned to the source of funds.

Academia Moderna 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.

Academia Moderna shall retain sufficient staff, as deemed appropriate by the Academia Moderna governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Academia Moderna’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 Academia Moderna’s right to operate as a charter school or cause Academia Moderna to cease operation. Academia Moderna 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.

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.
Coversages 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**
Academia Moderna 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)