Alliance College-Ready
Middle Academy No. 5

Nightingale Middle School Area

Charter Renewal Petition Submitted to the
Board of Education
of the Los Angeles Unified School District

Request for Five-Year Renewal Term
July 1, 2014 to June 30, 2019
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ASSURANCES AND AFFIRMATIONS - District Required Language

Alliance College-Ready Middle Academy No. 5 (hereinafter “ACRMA5” 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.
PREFERENCE FOR THIS PETITION

Alliance College-Ready Public Schools (hereinafter referred to as “the Alliance”) is submitting this renewal petition to the Los Angeles City Board of Education of the Los Angeles Unified School District (hereinafter referred to as “the District” or “LAUSD”) as its sponsoring district and is requesting charter renewal approval for a period of five years from July 1, 2014 to June 30, 2019. The charter may be renewed for subsequent terms by the Board of Education of the Los Angeles Unified School District. At the time the charter renewal is submitted, Alliance College-Ready Middle Academy No. 5 and LAUSD establish a timeline to complete the renewal process designated by LAUSD. “In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032.”

As set forth in this charter petition, Alliance College-Ready Middle Academy No. 5 (hereinafter referred to as “Alliance College-Ready Middle Academy No. 5”, “ACRMA5” or the “Charter School”) will continue to offer a comprehensive learning experience that is designed to serve the needs of such students.

DISTRICT PRIORITIES IN GRANTING CHARTERS

Alliance College-Ready Middle Academy No. 5 meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters.

1. Alliance College-Ready Middle Academy No. 5 is a school that serves an area of need in the District where schools are heavily impacted by overcrowding, lack of seat space, and transportation out of the community.
2. Alliance College-Ready Middle Academy No. 5 is a school that serves in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.
3. Alliance College-Ready Middle Academy No. 5 implements an innovative small school design focused on personalizing students’ education that supports the District’s goals for improving performance in secondary schools.

INTRODUCTION

Purpose

This is a petition submitted by Alliance College-Ready Public Schools requesting approval of a five-year charter renewal for Alliance College-Ready Middle Academy No. 5 (also referred to herein as “ACRMA5”, or “Charter School”) a public charter school that currently serves 400 (will grow to 450) grade 6–8 students in the Nightingale Middle School community on a 187-day (including 7 supplemental days), single track, non-year-round calendar. The official first day of school for the 2014-15 school year will be on Monday, August 4, 2014 and the last day instruction will be Friday, June 5, 2015. ACRMA5 is located within the boundaries of Los Angeles Unified School District (“LAUSD” or the “District”) at 9719 South Main Street, Los Angeles, CA 90003.

Alliance College-Ready Middle Academy No. 5 is an independent public charter school developed and operated by Alliance College-Ready Public Schools, a non-profit organization that works with the Los Angeles Unified School District to help provide solutions to overcrowding and to improving academic performance and college-readiness. Alliance College-Ready Middle Academy No. 5 provides another educational option for parents as provided in No Child Left Behind.

The purpose of Alliance College-Ready Middle Academy No. 5 is to maintain the highest quality educational program for middle grade students in a small school environment with small learning communities that are focused on assuring that students achieve proficient to advanced performance on standards and on preparing all students to enter and succeed in college.
Alliance College-Ready Middle Academy No. 5 is transitioning into the Blended Learning for Alliance School Transformation (BLAST) school. BLAST is an integrated technology educational model that builds upon Alliance’s successful college prep curriculum. This new way of learning integrates technology into the classroom, making learning more relevant, differentiated, personalized, with active student engagement. The model was piloted in 2010-11 at two Alliance high schools and expanded to five high schools and five middle schools within the Alliance by 2013-14. NEA Policy Brief, 2011. Blended Learning, supports a Blended Learning approach to teaching when it is directed by a licensed teacher. This policy brief defines blended learning as a combination of face-to-face instruction and the use of technology, and it provides recommendations that will help to ensure that the technology used in the educational process improves learning opportunities for students, reduces inequities, and improves the quality and effectiveness of instruction.

The implementation of BLAST at ACRMA5 began in 2012-13. It is being rolled out one grade level at a time, beginning with 6th grade in 2012-13 and reaching school-wide implementation of 6th-8th grade participation in 2014-15.

The structure of BLAST classrooms is dynamic and is established by the classroom teacher based on use of real-time data. The teacher groups students according to academic needs. These groupings are flexible and can be changed by the teacher according to performance data and a multitude of factors including, but not limited to, student needs, progress, and outcomes.

At any given point during a two-hour block period, as few as one or as many as three of the following stations/groupings are in operation in a typical BLAST classroom.

- **Whole Group Instruction** – Teachers provide direct instruction to the entire classroom as one group. This can be as an introductory mini-lesson to teach or review standards, review goals and schedule for the day (whiteboard configuration), digital agendas and other clarification of expectations prior to breaking into smaller group stations, or can be used more extensively to teach new standards or reteach standards that are problematic for the larger group.

- **Teacher-Led Small Group Instruction Station** - Teachers provide direct instruction with individualized attention to a small group of students.

- **Individualized Online Learning Station** - Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.

- **Collaborative Learning Station** - Students work collaboratively in small groups, to apply their learning by creating presentations, videos, and other projects that demonstrate understanding of skills and concepts applied to real world issues, while encouraging peer-to-peer cooperation.

The effective use of these stations by the teacher keeps students engaged and involved in their own learning.

Teachers and students are supported by the use of technology, which is planned in advance with a digital agenda so that students learn to be more self-directed. The student to laptop ratio in the BLAST classroom is 2:1. Students are working at their own different levels, with technology programmed to address standards and skills based on individual need. Students receive increased and better planned differentiated instruction through digital content.

ACRMA5 will provide data on its programs and serve as a laboratory to test, demonstrate, and disseminate information on effective practices that lead to improved student outcomes, teacher quality and increased parent involvement.

**Mission**

The mission of Alliance College-Ready Middle Academy No. 5 is to operate a small high performance middle school that prepares all students to successfully culminate from middle grades and enter high

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1 NEA Policy Brief, 2011. Blended Learning,
school, and ultimately enter and succeed in college. Through BLAST, ACRMA5 will have the additional mission of using technology to create 21st century learners ready for college success through individualized student-centered instruction that makes academics both personal and relevant for every student. To do this, the BLAST model will incorporate digital content and interactive tools while leveraging human capital. Moreover, ACRMA5 students will develop resilient character and strong critical thinking/collaborative skills. These skills will create college-ready, socially responsible, and globally minded citizens that are an integral part of the community and beyond.

**Vision**
The vision of Alliance College-Ready Middle Academy No. 5 is to provide a highly accountable model of innovation with highly effective teachers guided by core principles that are based on what research has shown to be best educational practices and to serve as a research and development model for the District and other public schools.

ACRMA5 will consistently demonstrate student readiness for high school with a high success rate in student proficiency on state content/common core standards; continuous progress towards 100 percent success rate in meeting middle grade culmination requirements; continued student attendance rates of 95 percent; and achieving a 100 percent success rate of students enrolled for at least three years who will culminate ready to successfully enter high school with a focus on college-preparation.

**Values/Beliefs**
The core values of the Alliance College-Ready Middle Academy No. 5 reflect best practices researched in high performing schools that consistently produce well-educated, urban students prepared to enter and succeed in college. Alliance College-Ready Middle Academy No. 5 will insure the following:

- **Personalized Learning Environment** – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school. In BLAST classrooms, students receive even more personalized and individualized instruction that targets individual student learning needs, takes them from where they are and accelerates learning to where they need to be to graduate ready for success in high school and college.

- **Student Engagement** – Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team. Students actively involved in the educational process in the classroom directly affect student learning. Through BLAST, students are also engaged in helping to manage their own learning through online curriculum, individualized pacing driven by real-time data feedback, online student learning communities, and multimedia delivery of instruction.

- **College Readiness for All Students** – All students, including students in historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in high school and college. All students must pass middle grade course requirements and be at least proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in high school and college.

- **Increased Time for Learning** - All students must have sufficient time in school to learn successfully. The school offers a school year of up to 187 days of instruction (including 7 supplemental days) and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time is structured in longer 2-hour blocks of time to allow for focused in-depth learning. Students will also have access to extended online resources, be able to replay online content, and access other features allowed

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2 Betsy Hammond and Bill Graves, *The Oregonian, Ten Practices that Set High-performing High Schools Apart.* August 2010
by using technology, creating 24/7 learning opportunities. Research Demonstrates How Increased Learning Time Can Lead To Higher Achievement³

- An analysis of three years of test data from Illinois schools found a direct correlation between more time spent in reading and math class and higher student achievement in those subjects.
- Research from Harvard economist Roland Fryer examined charter schools in New York City to identify those elements within schools that had the greatest impact on academic outcomes. The analysis included many traditional measures like teacher credentials and class size, but found that those factors had only weak correlations with student achievement. Instead, the research determined that instructional time—measured as the time students were actually engaged in learning—and high-dosage tutoring were much stronger predictors of higher achievement.
- A study of hundreds of students in Wisconsin identified a 10 percent association—a moderately high correlation—between the quantity of time students were engaged in learning and outcomes among higher achieving students, and a much higher association (36 percent) for the lowest achievers.iii
- In an evaluation of the charter schools in New York City, analysts discovered that among charter school students those who attended schools with a significantly longer school year (which usually was strongly associated with a longer day) performed much better than their peers in charter schools with years of more conventional length. In fact, expanded time registered one of the strongest correlations among the roughly 30 different factors considered.

- Services for English Learners – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies are provided for all students including students learning to speak English as a second language and for English only students who speak non-standard English. Digital content used in blended learning classrooms offers more supports for English language learners, such as English as a Second Language (ESL), primary language support, text-to-speech, and replay.

- How Students Learn Best – We believe that students learn best when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through experiencing real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. The BLAST model provides students with individualized, group, and project-based learning opportunities to better prepare students for high school and college, and provides individualized data driven instruction that meets individual student learning styles.

- Integrated Technology – Students and teachers will have adequate access to technology so that it can be used it effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents.

- Principal Leadership – Alliance schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources. We believe that the best way to develop exemplary principals is through ongoing leadership training.

- Highly Qualified, Highly Effective Teachers – Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, we search for and develop these skills in selecting teachers. Our teachers work in small collaborative teams with common planning time where lessons are

studied as a learning community and where accountability for student success is a shared responsibility. Teachers also receive focused BLAST training before school starts, weekly, and quarterly as they implement the model. The blended learning model will help teachers become even more effective by focusing on real-time data use to make decisions about curriculum and instruction. The technologies implemented will monitor and record teacher feedback to students on their work, logins, and classroom performance; supporting transparent teacher accountability and development.

- Parents as Partners – Parents are meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. Parents must be responsible and accountable for supporting their children’s learning at school and at home. They must understand what it will take to prepare their children for college, and they are encouraged to support the goals of the school through their voice and through volunteering. Technology training will be provided to engage parents as part of the blended learning process, to provide parent access to real-time data on student progress and activities, and to support more effective parent contributions to their child’s education.

- Authentic Ongoing Assessment – There are multiple ongoing opportunities to measure student learning and to inform instruction through daily online data feedback for students and teachers, real life projects, analysis of student work portfolios, interim assessments, and mandated standardized on-demand assessments. BLAST online digital content will include regular assessments and real-time data, and ongoing formative and summative assessments will be online.

- Accountability for Results – The principal is responsible and accountable to Alliance College-Ready Public Schools and to the school community for implementing the core values, beliefs and best practices, insuring that each and every student gets what they need to achieve their individual and school performance goals. Teachers and the principal are individually and collectively accountable for meeting multiple targets for academic achievement.
ELEMENT 1: THE EDUCATIONAL PROGRAM

GENERAL INFORMATION - District Required Language

- The contact person for ACRMA5 is Suzette Martinez, Principal.
- The contact address for ACRMA5 is 211 South Avenue 20, Los Angeles, CA  90031.
- The contact phone number for ACRMA5 is (323) 352-8034.
- The proposed address or target community of ACRMA5 is 211 South Avenue 20, Los Angeles, CA  90031, which is located in Los Angeles Unified School District ("LAUSD" or "District") Board District 2 and Educational Service Center XR (E).
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is 6 - 8.
- The number of students in the first year will be 450.
- The grade level(s) of the students in the first year will be 6 - 8.
- The scheduled opening date of Charter School is August 4, 2014 (for 2014-15 school year).
- The admission requirements include: Students must be residents of the state of California, have submitted an application, and been selected in a public random lottery, should the applications received exceed space available at the time of deadline.
- The enrollment capacity is 450. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: extended day/year.
- The bell schedule for Charter School will be: see page 21.
- If space is available, traveling students will have the option to attend.

LOCAL CONTROL AND ACCOUNTABILITY PLAN – District Required Language

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).

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) – ANNUAL GOALS AND ACTIONS TO ACHIEVE ALIGNED TO EIGHT STATE PRIORITIES

The ACRMA5 Local Control Accountability Plan (LCAP) includes the school’s annual goals in each of the eight CA identified priority areas representing key ingredients of our high–quality educational program.

Our LCAP includes a description of required data and how we will measure success in each of the eight areas and includes both annual school–wide goals and goals for each numerically significant student subgroup in our school (30 students minimum students by ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, and foster youth – 15 student minimum).
### State Priority - Eight Areas and Required Data

**1. Student Achievement**

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

- A. CA Measurement of Academic Progress and Performance on statewide assessment
- B. The Academic Performance Index (API)
- C. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- D. EL reclassification rate

**Annual Schoolwide and Subgroup Goals**

- Student performance schoolwide and for all subgroups will annually reflect increase of at least 10% students proficient/advanced and reduced by 10% of students below/far below on required CST and Smarter Balanced Assessments when implemented in 2015.
- Alliance interim benchmark assessments on CC and CA standards as we transition will reflect ongoing improvement in 10% of students schoolwide and for all subgroups achieving proficient advanced performance
- API scores will achieve state rank 8 or higher
- 90% of students schoolwide and for all subgroups will complete courses with a grade of C or higher to culminate to high school in 3 years
- 100% of EL students will annually increase proficiency on CELDT skill areas
- Annual reclassification rate will match or exceed LAUSD and CA rate

**Actions to Achieve Goals**

- Implement in ongoing differentiated professional development focused on effective instructional practices aligned to CCSS, and ELD
- Implement Instructional guides and interim benchmark assessments aligned to CA and/or CC standards as we transition
- Track student course credits and completion of required courses each semester
- Promote ELA support classes to support English Language Development in addition to differentiated instruction in core content courses
- Track annual CELDT results and provide data for each teacher for EL students in their classrooms
- Provide professional development on ELD instructional strategies

**Methods to Measure Progress**

- Report, analyze, compare disaggregated interim and annual results to determine annual progress and progress overtime.
- Review annual API state rank results when published by CDE.
- Compare school annual reclassification rate to LAUSD and CA rates and include in annual dashboard.

**2. Student Engagement**

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

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

**Annual Schoolwide and Subgroup Goals**

- Annual average daily attendance rate schoolwide and for all subgroups will be 95% or higher
- Chronic absenteeism will be less than 3% of students enrolled
- Annual dropout rate for all students schoolwide and for all subgroups including all subgroups will be 0%

**Actions to Achieve Goals**

- Track monthly student attendance rate
- Recognize perfect attendance and students who achieve 95% + Attendance rate
- Call parents of students not in attendance daily before the end of the first period
- Establish school

**Methods to Measure Progress**

- Compare disaggregated actual attendance to 95% target
- Compare disaggregated actual dropout rate to target
- Compare disaggregated records of students with chronic
<table>
<thead>
<tr>
<th>State Priority - Eight Areas and Required Data</th>
<th>Annual Schoolwide and Subgroup Goals</th>
<th>Actions to Achieve Goals</th>
<th>Methods to Measure Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SARB committee to address students with chronic absenteeism. • Engage parents and students in tracking course completion</td>
<td>absenteeism to determine reduction</td>
</tr>
<tr>
<td>3. Other Student Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable</td>
<td>students schoolwide and for all subgroups demonstrating advanced/proficient performance on Alliance subject area benchmarks will increase 10% throughout the year • students schoolwide and for all subgroups achieving a passing grade of C or better for initial credit will increase 10% annually</td>
<td>Establish clear expectations through instructional guides for content area interim benchmark assessments aligned to CALMAPP and CA standards as appropriate. • Establish clear expectations for proficient student work through consistent rubrics for standards based grading</td>
<td>Track, compare, report disaggregated student grades to determine pass rates.</td>
</tr>
<tr>
<td>4. School Climate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</td>
<td>0 student suspensions for willful defiance; % of student suspensions will be less than 3% • 0% of student expulsions where discretionary • 80% of students, teachers, and parents will have a school satisfaction rate including school safety and school climate at 4 or 5 out of 5</td>
<td>Promote positive student behavior to mitigate discipline problems before they occur through student recognition; consistent classroom behavior expectations schoolwide; actively engage students in effective teaching and learning. • Provide students with alternatives to suspension such as community service; peer mediation; Phone call to parents and/or a parent conference; After school or lunch detention; Co-curricular activity suspension (sports or clubs): Restitution (financial or social, such as a written</td>
<td>Track, compare, report disaggregated student data on suspensions, expulsions, to determine if targets are met. • Compare annual satisfaction survey results to determine if targets are met.</td>
</tr>
<tr>
<td>State Priority - Eight Areas and Required Data</td>
<td>Annual Schoolwide and Subgroup Goals</td>
<td>Actions to Achieve Goals</td>
<td>Methods to Measure Progress</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>apology); School-based or home-school contingency contract; Saturday school</td>
<td>• Prohibit suspensions for willful defiance</td>
<td>• Conduct annual parent, student, and staff satisfaction surveys.</td>
<td></td>
</tr>
<tr>
<td>• Adhere to legally mandated expulsion requirements</td>
<td>• Engage parents, students, staff and community in maintaining campus cleanliness and safety.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engage parents, students, staff and community in maintaining campus cleanliness and safety.</td>
<td>• Conduct annual parent, student, and staff satisfaction surveys.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Parent Involvement</td>
<td>• 100% of School Town Hall Meetings, Coordinating Council meetings, School Board meetings will reflect parent input in decision-making.</td>
<td>• Provide ongoing training for parents on advocating for their children and the school</td>
<td></td>
</tr>
<tr>
<td>Parental involvement, including efforts to seek parent input for making decisions, and how the school will promote parent participation</td>
<td>• 80% Parent surveys will reflect parent satisfaction with opportunities for input in decision-making</td>
<td>• Provide information in school meetings to support parental informed input in decision-making</td>
<td></td>
</tr>
<tr>
<td>• 100% Alliance parent university and parent communications will reflect promotion of parent participation in programs for students with special needs.</td>
<td>• Provide information for parents on disaggregated student performance data and differentiated instruction and support services</td>
<td>• Review meeting agendas to confirm parent training and engagement in decision making</td>
<td></td>
</tr>
<tr>
<td>• Provide information for parents on disaggregated student performance data and differentiated instruction and support services</td>
<td>• Review agendas to confirm information provided and parent participation in programs for students with special needs</td>
<td>• Review staffing records to confirm appropriate credentials</td>
<td></td>
</tr>
<tr>
<td>6. Basic Services</td>
<td>• 100% of teachers will be assigned appropriately for course and students taught</td>
<td>• Credentials of all teachers hired will be reviewed by Alliance HR</td>
<td></td>
</tr>
<tr>
<td>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>• 100% of teachers will possess required credential certification including university interns</td>
<td>• No teachers will be permitted to begin work until credentials have been verified</td>
<td></td>
</tr>
<tr>
<td>• 100% of students schoolwide and all subgroups will have access to online and/or hard copy Common Core</td>
<td>• Provide iPad with Pearson ELA and Math Common Core Courses for all students beginning spring 2014.</td>
<td>• Review student records to confirm access to iPads and access to sufficient instructional materials.</td>
<td></td>
</tr>
<tr>
<td>• Track and</td>
<td></td>
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</tbody>
</table>

Alliance College-Ready Middle Academy No. 5
Alliance College-Ready Public Schools
<table>
<thead>
<tr>
<th>State Priority - Eight Areas and Required Data</th>
<th>Annual Schoolwide and Subgroup Goals</th>
<th>Actions to Achieve Goals</th>
<th>Methods to Measure Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>and where appropriate CA standards aligned instructional materials and assessments with differentiation for students with special needs and English Learners.</td>
<td>Monitor sufficient access to instructional materials for all students</td>
<td>report action completed on scheduled maintenance and repairs.</td>
<td></td>
</tr>
<tr>
<td>School facility will be on schedule with planned preventive maintenance and repair. Students, staff, and parents will rate satisfaction with condition school facility a 4 or 5.</td>
<td>Coordinate school maintenance and repairs with Alliance home office facilities maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of any students schoolwide and all subgroups expelled will have a plan for coordination of instructional services as part of the expulsion plan</td>
<td>Monitor scheduled maintenance and repairs to insure completion in a timely manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of foster youth will be identified and special services needed will be coordinated with case workers</td>
<td>Maintain 2% reserve for regular maintenance and repair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of middle and high school courses including advanced placement courses offered will be reviewed and approved in the Alliance Annual Course Catalogue.</td>
<td>Contact receiving institution to provide instructional profile for any student expelled. Send student work home during the expulsion process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of all students schoolwide and all subgroups will be informed of their progress each semester and will be informed of classes they need to take and can choose to take in the Alliance student credit check</td>
<td>Identify and track foster youth in PowerSchool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of all students schoolwide and all subgroups will be informed of their status of students on track to graduate with course credits earned, courses need to be on track to graduate and courses they can</td>
<td>Establish communication with Foster Care case worker to identify any needed services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Alliance personal learning plan (PLP) profile for each student to monitor course completion.</td>
<td>Compare and report annual disaggregated data from PLPs on student course assignments to determine targets met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inform parents and students schoolwide and each subgroup each semester of the</td>
<td>Analyze master schedules to confirm that students are enrolled in appropriate courses.</td>
<td></td>
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<tr>
<td>7. Course Access</td>
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</tr>
<tr>
<td>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</td>
<td></td>
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</tr>
<tr>
<td>“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health,</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>State Priority - Eight Areas and Required Data</td>
<td>Annual Schoolwide and Subgroup Goals</td>
<td>Actions to Achieve Goals</td>
<td>Methods to Measure Progress</td>
</tr>
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<td>-----------------------------------------------</td>
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</tbody>
</table>
| physical education, and other as prescribed by the governing board. (E.C. §51210) | Personal Learning Plan (PLP)  
- Master schedules will reflect that students schoolwide and all subgroups with special needs access to and are enrolled in appropriate support courses to meet their needs. | choose to take including electives. |  |
| 8. Implementation of Common Core |  
*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency* |  
- 100% of students schoolwide and each subgroup will participate in Common Core Instruction, interim assessments and SBAC assessments in English and Math beginning in 2014-15.  
- 100% of students schoolwide and each subgroup will be provided an iPad loaded with Pearson Common Core ELA and Math Courses that include interventions for EL students and students with special needs.  
- 100% of students schoolwide and each subgroup will demonstrate annual lexile level growth based on fall and spring Achieve 3000 level set tests. |  
- Continue participation in Alliance transition to common core professional development, instructional shifts and interim assessments  
- Engage Alliance Common Core Transition content directors and coaches in supporting classroom teachers.  
- Conduct annual baseline and end of year lexile level assessment.  
- Establish schoolwide reading at differentiated lexile levels |  
- Analysis of data on interim assessments  
- Track student records of iPad distribution  
- Annual analysis of lexile level growth reports |

**Estimated Enrollment By Grade Level**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Grade 6</td>
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<tr>
<td>TOTAL</td>
<td>450</td>
<td>450</td>
<td>450</td>
<td>450</td>
<td>450</td>
</tr>
</tbody>
</table>

**Who Alliance College-Ready Middle Academy No. 5 is Attempting to Educate**

Alliance College-Ready Middle Academy No. 5 is an independent charter middle school that serves students in grades 6-8, providing an alternative choice of quality education in the Nightingale Middle School community.
Alliance College-Ready Middle Academy No. 5 provides a sound educational program for all students in attendance through its rigorous standards-based curriculum, culture of high expectations for all students, highly effective and highly qualified teachers, and principal leadership in a small and personalized learning environment where students know their teachers well and are well known by adults.

The academic outcome data in the demographic chart of schools in the community to be served (see following page) reflects a large, underserved, urban student population and provides objective market research and rationale for the need of the proposed instructional program. Alliance College-Ready Middle Academy No. 5 seeks to recruit elementary and middle school students in the following school communities to improve academic performance as a priority.
# ALLIANCE COLLEGE-READY MIDDLE ACADEMY NO. 5
## DEMOGRAPHIC INFORMATION FOR SITE
(Surrounding Schools Data) – Source CDE Data Quest: Student and School Data Files, API Data Files for 2012-13, and 12-13 Accountability Progress Reporting

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence Nightingale MS</td>
<td>948</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>756</td>
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<td>7</td>
<td>91.05</td>
<td>17</td>
<td>25</td>
<td>70 Latino</td>
<td>2 Af Amer</td>
<td>27 Asian</td>
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<tr>
<td>El Sereno MS</td>
<td>1427</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>732</td>
<td>2</td>
<td>3</td>
<td>89.03</td>
<td>15</td>
<td>14</td>
<td>92 Latino</td>
<td>2 Af Amer</td>
<td>5 Asian</td>
</tr>
<tr>
<td>Sal Castro MS</td>
<td>511</td>
<td>No</td>
<td>Year 3</td>
<td>No</td>
<td>No</td>
<td>692</td>
<td>1</td>
<td>3</td>
<td>71.82</td>
<td>13</td>
<td>25</td>
<td>91 Latino</td>
<td>3 Af Amer</td>
<td>3 Filipino</td>
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<tr>
<td>Albion Street ES</td>
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<td>812</td>
<td>6</td>
<td>8</td>
<td>93.2</td>
<td>10</td>
<td>46</td>
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<td>20 Asian</td>
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<tr>
<td>Griffin Avenue ES</td>
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<td>No</td>
<td>Year 3</td>
<td>No</td>
<td>No</td>
<td>746</td>
<td>2</td>
<td>2</td>
<td>94.34</td>
<td>14</td>
<td>54</td>
<td>79 Latino</td>
<td>20 Asian</td>
<td></td>
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<td>Ann St ES</td>
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<td>No</td>
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<td>Yes</td>
<td>Yes</td>
<td>814</td>
<td>4</td>
<td>8</td>
<td>97.28</td>
<td>18</td>
<td>49</td>
<td>90 Latino</td>
<td>6 Af Amer</td>
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<tr>
<td>Gates Street ES</td>
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<td>No</td>
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<td>797</td>
<td>4</td>
<td>6</td>
<td>96.27</td>
<td>14</td>
<td>47</td>
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<td>18 Asian</td>
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<tr>
<td>Loreto Street ES</td>
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<td>No</td>
<td>Year 5</td>
<td>No</td>
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<td>717</td>
<td>2</td>
<td>4</td>
<td>86.97</td>
<td>12</td>
<td>57</td>
<td>95 Latino</td>
<td>4 Asian</td>
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</tr>
<tr>
<td>CHARTER SCHOOLS</td>
<td># of Students</td>
<td>Multi-Track School?</td>
<td>Program Improvement?</td>
<td>Met Schoolwide Growth Target?</td>
<td>Met all Subgroup Growth Targets?</td>
<td>API Score</td>
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<td>% Students Eligible for Free/Reduced Lunch</td>
<td>% of Special Ed. Students</td>
<td>% of ELL Students</td>
<td>% Major Ethnicity #1</td>
<td>% Major Ethnicity #2</td>
<td>% Major Ethnicity #3</td>
</tr>
<tr>
<td>Vista Charter Middle</td>
<td>412</td>
<td>No</td>
<td>Year 2</td>
<td>Yes</td>
<td>Yes</td>
<td>752</td>
<td>2</td>
<td>2</td>
<td>95.56</td>
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<td>10</td>
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<td>9 Filipino</td>
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<tr>
<td>Excel Charter Academy</td>
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<td>No</td>
<td>Year 1</td>
<td>No</td>
<td>No</td>
<td>699</td>
<td>4</td>
<td>6</td>
<td>88.89</td>
<td>12</td>
<td>11</td>
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<td>LA Leadership Academy</td>
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<td>Year 5</td>
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<td>No</td>
<td>699</td>
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<tr>
<td>Milagro Charter School (K-5)</td>
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<td>No</td>
<td>Year 1</td>
<td>Yes</td>
<td>Yes</td>
<td>885</td>
<td>9</td>
<td>10</td>
<td>88.85</td>
<td>18</td>
<td>24</td>
<td>97 Latino</td>
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<tr>
<td>Endeavor College-Prep (K-8)</td>
<td>327</td>
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<td>Year 1</td>
<td>Yes</td>
<td>Yes</td>
<td>870</td>
<td>8</td>
<td>10</td>
<td>84</td>
<td>10</td>
<td>21</td>
<td>96 Latino</td>
<td>1 Af Amer</td>
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</table>
ACRMA5 Demographics:

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<thead>
<tr>
<th>Year</th>
<th>Ethnicity</th>
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<tbody>
<tr>
<td></td>
<td>Latino</td>
<td>African American</td>
<td>Other</td>
<td>ELL</td>
<td>Special Education</td>
</tr>
<tr>
<td>09-10</td>
<td>95%</td>
<td>.8%</td>
<td>4.2%</td>
<td>30.3%</td>
<td>9.2%</td>
</tr>
<tr>
<td>10-11</td>
<td>96.5%</td>
<td>0%</td>
<td>3.5%</td>
<td>24.1%</td>
<td>16.5%</td>
</tr>
<tr>
<td>11-12</td>
<td>94.2%</td>
<td>.4%</td>
<td>5.4%</td>
<td>23.9%</td>
<td>14.3%</td>
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<td>12-13</td>
<td>95.3%</td>
<td>.4%</td>
<td>4.3%</td>
<td>24.4%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

Source: CDE Data Quest

**ACRMA5 Enrollment:** Alliance College-Ready Middle Academy No. 5 will enroll approximately 450 students in grades 6-8 annually at full capacity. Each grade level will serve approximately 150 students, with an academic pupil/teacher ratio of 25-30:1.

**What it Means to Be an Educated Person in the 21st Century**
A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/economic studies, the use of technology, and personal work habits in order to succeed in a global economy. A well-educated person recognizes that the world is constantly changing, knows how to learn and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, that talent can be turned into true skill, and that all human beings are equal and important.

The Alliance College-Ready Middle Academy No. 5 curriculum, instructional methodology, and environment are designed to prepare students to be self-directed lifelong learners who are highly skilled critical thinkers and effective communicators.

**How Learning Best Occurs**
We believe that learning occurs best:

- When there are consistent high expectations for 100% success for all students with clear expectations for what students should know and be able to do and how well; where students are actively engaged in their learning and where academic expectations are rigorous. One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement.
  - 100% high school and college readiness as a goal for all students.
  - Focus on developing proficiency in interpersonal skills, communication skills, critical thinking and high level proficiency in core content standards.

- When each classroom in the school creates a thirst for learning through inquiry-based learning designed to help students learn how to learn, and is designed to adapt to students' diverse learning styles.

- When learning is personalized to students’ needs in a small school structure where students and teachers work together in small learning communities. When there are personal learning plans for students with additional learning time for students to accelerate or to enrich their learning, and when assessment of what is taught and learned is ongoing to inform students, teachers, and parents about student progress.

- In a school that functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive

---

4 Douglas Kellner, New Media and New Literacies: Reconstructing Education for the New Millennium, UCLA, 2000

5 Lauren Resnick, Institute for Learning, Principles of Learning, 1995

6 Doug Lemov, Teach Like a Champion, March 2010
environment where staff and students know and respect each other and each other’s similarities and differences.

- When the instructional methodology used helps students see the real-life relevance of the material they are studying and is relevant to students’ real world. When instructional methods include strategies that provide opportunities for project-based learning where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world. When students apply their skills to real-life situations through the use of technology as a tool and though service learning.

- When guidance and support are provided for all students through highly qualified inspiring teachers, exemplary principals, and through parents as partners in their child’s education.

The objective of enabling students to become self-motivated, competent, life-long learners will also be met by the school through the use of digital content that provides immediate feedback to students on their proficiency and readiness to move to the next level; through the application of skills and concepts in the collaborative classroom station where students work in teams to develop projects that require leadership, self and team evaluation; through the opportunity to progress and manage learning and defend knowledge through presentation of projects.

**Core Values**
Alliance College-Ready Middle Academy No. 5 students, staff and community embrace five Alliance core values in maintaining the culture of the school:

1. High Expectations For All Students
2. Small Personalized Schools And Classrooms
3. Increased Instructional Time
4. Highly Qualified Principals And Teachers
5. Working With Parents As Partners

The culture of our school, in support of our core values, reflects:

- Appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to acquire meaningful knowledge.
- Recognition that all students can acquire the necessary skills to be lifelong learners and to be ready for college.
- Good will and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself.
- Participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family and community.
- Respect for the dignity of others to the highest ethical standards, recognizing that all persons are equal and avoiding any behavior that would discriminate, belittle, tease, or harass others.
“A Typical Day at Alliance College-Ready Middle Academy No. 5”

A visitor to our school will observe our core beliefs and values in practice on a typical day by “shadowing” any randomly selected student. Students arrive by 7:30 a.m., all wearing the Alliance College-Ready Public Schools logo uniform. Most students walk to school from close by neighborhoods and some are dropped off by parents. Parent volunteers, a vigilant principal and teachers greet students as they arrive. Students gather on campus in a safe, calm, welcoming atmosphere that reflects the diversity of the community and the school’s focus on getting ready for college with college pennants displayed throughout the school and in classrooms.

On regular schedule days, students are seated in their classrooms ready to begin their advisory period by 7:45 a.m. Their advisory teacher and the same small group of 15 to 20 students, welcome them. In the advisory period, no student is allowed to “fall through the cracks” of anonymity. The advisory focuses on personal, academic, school and family connections. The advisory teacher serves as the students’ counselor throughout their three years at the school so that students are connected to a consistent adult for guidance with studies, student relationships, and planning for college.

Students begin the first of three two-hour periods per day following the advisory period. Students learn in academic classes with an average class size of 25-30, small enough to insure that each student receives individual attention. Students begin work immediately upon entering each classroom. Teachers begin each period by recording attendance on their laptop computer using Pinnacle, the school’s data management system. Daily attendance information is sent to the office and parents of students who are absent or tardy are called.

The emphasis in core classes is on rigorous grade appropriate standards-based instruction with high expectations for all students. Content standards are clearly evident as the focus of instruction in the agenda for the day, which is displayed in each classroom on a white board, chart or, in BLAST classrooms, on a digital agenda. Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient work on grade level standards. Students are actively engaged in their learning through “accountable talk” about what they are learning in pairs, small group, or whole class interaction.

Teachers involve students in defining and understanding criteria for proficient work so that students are able to judge their own work. Teachers define clear expectations so that students know how good is “good enough” and so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate student learning using a variety of instructional materials and resources. Courses offered include rigorous requirements for all students as well as academic electives that provide intervention to accelerate learning for students performing below proficient levels and enrichment for students performing at proficient and advanced levels. Courses also include 8th grade honors classes.

All students have the opportunity to participate in the nutrition meal program following the first two-hour period. Nutrition is part of the federal meal program and service is provided by the school’s selected vendor for students eligible for full, reduced or free meals. Student eligibility is kept confidential and all students are encouraged to eat healthy meals as part of the school’s health program.

Following nutrition, all students begin the second two-hour instructional period of the day. Because of the small size of the campus, passing from period to period throughout the campus and hallways takes place within 3-5 minutes. Students are self-directed and show respect for each other and their school. Students see examples of quality student work aligned with California content standards displayed inside and outside their classrooms. English learners are supported in developing English proficiency through English as a Second Language and in content classes through English immersion with “sheltered English” instructional strategies based on individual needs. Through our CollegeYes i3 Innovation Technology Implementation Grant utilizing 1:1 iPads for 12 6th and 7th grade student technology leaders, and all the 6th and 7th graders will complete a science and a project-based learning project.

All students participate in a 30-minute lunch period before the last instructional period of the day. After school tutoring and Saturday classes are available for students performing below or far below basic levels based on quarterly interim assessments and teacher assessment. Students receive individual tutoring based on their individual learning plan. The digital content from programs used as part of BLAST are also available for students 24/7. The campus is buzzing with extracurricular activities after school and on Saturdays that include student interest clubs, cheerleading, and competitive sports as well as with parent and community members to whom the campus is open.
Any student interviewed will proudly tell visitors, “I’m getting ready for college.” They are likely to be the first in their family to have the expectation and the opportunity to go to college.

**Curriculum and Instructional Methods to Ensure that Standards Are Met**

The educational model for curriculum and instruction at Alliance College-Ready Middle Academy No. 5 is guided by our core values, our beliefs about how learning best occurs and by best practices researched in high performing middle schools that consistently produce well-educated students prepared to successfully enter and succeed in high school and college. The philosophical base and the organizational structure for Alliance College-Ready Middle Academy No. 5’s curriculum are student centered and are in accordance with accountability for achieving proficient to advanced performance on core state standards. ACRMAs and all Alliance schools are committed to early implementation of Common Core-aligned curricular units and assessments. The phased transition and implementation plan, which began in the 2012-13 school year is included for more detailed information (Appendix E).

The Alliance blended learning model is a mix of learning technologies and interactions resulting in a socially supportive constructive learning experience. It utilizes digital content and instructional technology to create a unique classroom environment which allows students to grow as independent learners while the teacher focuses on group and targeted differentiated instruction. The teacher is no longer the sole distribution mode for instruction. To support the Alliance model, the blended learning environment 1) re-thinks the role of the teacher, 2) allows each core teacher to maintain an effective instructional group of students, and 3) maintains our block schedule which fosters an atmosphere of rigor and focus on the core subjects while providing flexibility around elective participation. Students have access to laptops in the classroom daily, participate in in-classroom rotations and are able to utilize one or all of the following learning technologies: distance learning, digital content, online courses and interactive tools. While the primary focus areas for BLAST are in the core content areas (ELA, Social Studies, Math, and Science), elements of the BLAST model are utilized in all content areas including foreign languages, electives, and some PE classes. Signature practices such as the use of data to drive instruction, and digital agendas are used across the curriculum.

**BLAST Digital Content** - Digital Content is web-based program content that provides access to personalized and differentiated instruction. Students and teachers are able to access content 24/7. Students become highly reflective learners when there is immediate access to formative and summative data. Web-based programs respond to individual student data by personalizing their next series of activities and lessons. Examples of web-based digital contact programs used in BLAST implementation include, but are not limited to:

<table>
<thead>
<tr>
<th>Digital Content</th>
<th>Subject(s)</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td>McGraw Hill*</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Pearson*</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Achieve 3000*</td>
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<td>X</td>
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<tr>
<td>eScience</td>
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<td>X</td>
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<tr>
<td>IXL</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Kahn Academy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Revolution K12*</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Virtual Nerd</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

* Programs contain ELD supports.

Many of these programs include supports specifically for ELD students. For example, Pearson has supports for ELD students embedded in every lesson and there are additional support resources in every unit of study. McGraw Hill and Achieve 300 also include elements (e.g. multimedia tools, annotation tools, visuals, graphics, vocabulary development tolls) that specifically support ELD students.

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**College-Readiness for All Students** - All students, including students with a history of under-achievement, can learn successfully at high levels and have a fundamental right to high expectations and quality instruction that will prepare them to enter and succeed in high school and college.

All students will demonstrate competencies in core academic standards as evidence of readiness for success in high school and college. All students will demonstrate consistent progress towards proficient to advanced performance, as measured by California content/common core standards tests and in analysis of student work portfolios, in core academic subjects (reading, writing, math, science, history/social science).

Alliance College-Ready Middle Academy No. 5 maintains a “college going culture” for all students and their families by providing college information materials, including individual college-planning student portfolios, brochures, the Alliance college-readiness web page and other resource materials.

Programs regarding career and college information are presented to students, parents, and community members through partnerships with organizations including Acción, College-Match. Alliance parent and student workshop topics include: college and university options, required college-entrance courses and tests, financial aid opportunities, majors in college, visits from college representatives, student field trips to colleges, and ongoing access to information regarding college outreach programs.

College-readiness and awareness is a priority content focus in daily teacher led advisory groups for all students.

**Personalized Learning Environment** - Students learn best in small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them.

Through our small school environment, Alliance College-Ready Middle Academy No. 5 creates small learning communities, where relationships between adults and students are sustained over time ensuring that no child falls through the cracks. Student learning is personalized so that each student’s individual needs are recognized and met.

Personalized connections between teachers and students are increased through looping where students remain with the same Advisory teacher, creating a strong sense of community. Teachers work in grade level teams and share data and responsibility for the grade level group of students. Having three two-hour periods per day limits daily teacher-student contacts to not more than 90 students per day, increasing teacher time to focus on students as individuals.

Students actively involved in the educational process in the classroom directly affects student learning. In BLAST classrooms, students are engaged with online curriculum, real-time pacing, online communities, and multimedia delivery of instruction – methods that have proven to engage students in a more meaningful way with work that is personalized, targeted to individual skills and paced to meet individual student needs.

**Student Engagement** - Student voice is included in all aspects of the school that directly affect student learning. In BLAST classrooms, students are engaged with online curriculum, real-time pacing, online communities, and multimedia delivery of instruction – methods that have proven to engage students in a more meaningful way with work that is personalized, targeted to individual skills and paced to meet individual student needs.

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Bill & Melinda Gates Foundation, Making the Case for Small Schools: Size Makes a Difference, 2000: 1) Average achievement is higher in small schools 2) More students from small high schools pass core classes and go on to college 3) Effects of school size are greatest for low income and minority students.
student also has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The student mentor may be a teacher, a qualified community leader, a parent volunteer or other member of the staff. The teacher advisor monitors each student’s personal learning plan to address individual interests and needs.

**Increased Time for Learning** – All students have sufficient time in school to learn successfully. Instructional time is increased at ACRMA5, with 187 days of instruction (including 7 supplemental days). Daily instructional learning time includes 7.5 hours of instruction. Schedules are structured to provide longer, uninterrupted blocks of time of 120 minutes or double period blocks of time for accelerated math and English language arts.

As part of the core program, increased instructional time for all students also includes time for intervention and/or enrichment to meet individual student learning needs. Students will have access to extended online resources, to replaying online courses and other features technology allows, creating 24/7 learning opportunities.

**English Learners** – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies is provided for all Alliance College-Ready Middle Academy No. 5 students learning to speak English as a second language and English only students who speak non-standard English. Second-language learners and non-standard English speakers are expected to demonstrate proficiency in English language development after three years of instruction.

Teachers participate in training to continually develop expertise in focused English language development (ELD) instructional strategies as well as sheltered ELD strategies in core subjects for non-standard English only speakers and students learning to speak English.

**Instructional Methods** - Students learn best when there is a rigorous standards based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning.

Alliance College-Ready Middle Academy No. 5 students learn at higher levels in classrooms where teaching strategies reflect high expectations for all students. Proficiency in core subject areas is based on grade-level expectations for rigorous CA Content/Common Core standards.

Instructional methods and strategies include students applying skills and concepts learned to real world projects and service learning projects that require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning in small classrooms with teacher facilitated learning and inquiry based learning aligned to the Charlotte Danielson Framework for Effective Teaching.

Instructional methods include project based learning. Alliance College-Ready Middle Academy No. 5 is transforming the learning environment from a system of teacher output and student input to a self directed learning environment in which teachers are facilitators and students are learners and doers.

The BLAST model provides students with group, project-based, and individualized learning opportunities to better prepare students for college and provides instruction that better meets individual student learning styles. The structure of BLAST classrooms is dynamic and is established by the classroom

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9 Linda Darling-Hammond, 2002, Stanford University: 10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning – “One strategy for linking the curriculum to real-world issues is through project-based learning where students are engaged in challenging tasks that involve knowledge and skills from more than one academic discipline. These tasks require students to work independently to solve complex problems, and they culminate in real-world products.

10 US Department of Education, Evaluation of Evidence-Based Practices in Online Learning, 2010
teacher based on use of real time data. The teacher groups students according to academic needs. These groupings are flexible and can be changed by the teacher according to performance data and based on individual student needs, progress and outcomes. At any given point during a two-hour block period, the teacher determines how the following stations/groupings are in operation in a typical BLAST classroom depending on specific goals for the day. Variation of classroom structure is part of the model and is driven by access to real time student data so that the classroom is flexible enough to make the right student gets the right lesson at the right time. If 10 students need more help they are given the extra help needed while the rest of the class moves on. If 10 students are ready to move on the rest of the class needs more help those 10 students can move using individualized digital playlists to meet their needs.

- **Whole Group Instruction** – Teachers provide direct instruction to the entire classroom as one group. This can be as an introductory mini lesson to teach or review standards, review goals and schedule for the day (whiteboard configuration), digital agendas and other clarification of expectations prior to breaking into smaller group stations, or can be used more extensively to teach new standards or reteach standards that are problematic for the larger group.

- **Teacher-Led Small Group Instruction Station** - Teachers provide direct instruction with individualized attention to a small group of students.

- **Individualized Online Learning Station** - Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.

- **Collaborative Learning Station** - Students work collaboratively in small groups, to apply their learning by creating presentations, videos, and other projects that demonstrate understanding of skills and concepts applied to real world issues, while encouraging peer-to-peer cooperation. The primary goal of BLAST instruction is to use technology as a tool to support individualized instruction so that students learn at their own pace, moving forward immediately when ready or taking as much time as needed to develop proficiency.

Alliance College-Ready Middle Academy No. 5 classrooms engage students in developing clear understandings of criteria for high performance and how to judge and improve their own work, so that students know how good is good enough for proficient and advanced performance.

**Integrated Technology** - Students and teachers have adequate access to technology to use it effectively in student learning, classroom instruction, data management and communication. A target ratio of one computer for every two students will ensure students adequate access to technology for effective use in student learning, classroom instruction, data management and communication. Greenberg, Brian, Leonard Medlock, and Darri Stephens. “Blend My Learning: Lessons Learned from a Blended Learning Pilot.” This pilot was created to test several assumptions of the blended learning movement, measure its impact on student learning, and observe the effects on teacher experience. The BlendMyLearning project brought together Envision Schools, Google, Khan Academy, and the Stanford University school to chronicle the performance and engagement of low-performing high school algebra students receiving a mix of traditional teacher-led instruction and self-guided instruction taught by Khan Academy website.

The Alliance has been awarded $5 million dollars in an i3 Federal Innovation Technology Grant called the CollegeYes i3 Grant (Appendix G). These monies, which are directed to the Alliance, are also being used to ensure that technology is embedded in the curriculum at ACRMA5.

Students will have access to math and English language arts individual online support. Students use technology to access research information on the Internet, to develop standards-based multimedia projects and presentations, and to maintain individual portfolios of their work. Students actively engage in learning online and with teachers.

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We believe that technology used as an effective tool in high-performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents.

Classroom teachers are provided iPads or laptops and use consistent data system for managing grades, student performance data, and internal school and network communication with other schools. ACRMA5 uses a data management system to access individual student and classroom data. Classrooms are networked with each other, with the school office and with the Alliance for ongoing efficiency in communication and support to schools using PowerSchool© and, if available, the LAUSD Secondary SIS.

**Principal Leadership** – The Alliance recruits the principal from among the best talented leaders through professional organizations, local and national school districts, and university graduate school programs. The Alliance selects exemplary principals who are capable instructional leaders and entrepreneurs in managing resources; who demonstrate commitment to the belief that all students can learn successfully; and whose skills and capacity are developed through in-depth leadership training and through apprenticeships with principals who have demonstrated success in their schools.

The principal participates in leadership training before the beginning of and throughout the school year. The principal will also receive BLAST professional development monthly in addition to individualized professional development during monthly principal meetings. BLAST principals also receive training on the online content, technologies, assessments, and instructional methods.

**Professional Development and Highly Qualified Teachers** – Students learn best with teachers who are knowledgeable of their subject field and are well trained to deliver rigorous instruction and attend to the diverse needs of each student as an individual. Alliance College-Ready Middle Academy No. 5 teachers work in small collaborative teams (by subject and/or grade level) with common planning time where lessons and data are studied as a learning community and where accountability for student success is a shared responsibility.

Alliance College-Ready Middle Academy No. 5, led by the principal, recruits highly qualified new and experienced credentialed teachers who demonstrate satisfactory progress toward full certification, fully meet the No Child Left Behind criteria as highly qualified teachers and who are committed to our core values and beliefs.

**Annual Professional Development Calendar:**
- **July- 6 Days; New Teacher Orientation; Alliance-wide Summer Conference; School Based Planning**
- **July –June: within 30 days of starting employment all employees are required to earn and sign a certificate of participation in all mandatory training by watching training videos accessible on the school website and Alliance+ including: Safe School Plan; Emergency Evacuation; Blood Borne Pathogens; Child Abuse; Sexual Harassment. Certificates of participation are maintained in employee files.**
- **August-June: 6 Days; Pupil Free Day Professional Development Focused on Common Core Implementation, Analysis of Data, Effective Instruction**
- **August-June: Weekly Early Release Wednesdays, School and Teacher Designed Professional Development and Professional Learning Communities by Content Area Focused on Common Core Implementation, Analysis of Student Work, Analysis of Student Performance Data**
- **August –June: MyPD; professional development selected by individual teachers to meet their needs linked to the Alliance Framework for Effective Teaching**

Teachers participate in professional development before the opening of school and throughout the school year. During school level and Alliance-wide professional development, teachers are supported by principals and Alliance content directors in analyzing their data on a school, classroom and individual level, and planning their re-teaching week (the first week of any new quarter) to address the current needs of their students. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data. Examples of workshops include use of leveled tasks in differentiating mathematics classrooms;
instructional planning for the station model; rubrics to support collaborative stations work; checking for understanding in direct instruction; and planning and facilitating academic discourse, to name just a few.

Prior to the beginning of each school year, BLAST teachers receive additional training focused on the use of online content, technologies, formative assessments, and instructional methods. BLAST teachers also receive BLAST professional development weekly in addition to individualized professional development during quarterly teacher meetings regarding benchmark assessment results. Ongoing professional and personal growth opportunities are provided based on ongoing analysis of student achievement data and student work portfolios as well as teacher identified growth needs and interests. BLAST Professional Development is planned and led by the Director of BLAST Implementation in collaboration with Alliance instructional leadership and teachers. BLAST schools work in partnership with EdElements, a non-profit partner who provides guidance and support for charter operators and districts nationally on the design and implementation of blended learning. New and experienced teachers also learn from the Alliance teachers who piloted and designed the initial blended learning model. Core Elements of BLAST ongoing Professional Development Include:

- Foundations of Blended Learning
  - How Blended Learning Impacts Instruction and Learning
  - Individualizing Instruction
  - Data Driven Teaching
  - Blended Teacher Dashboard

- The Role of The Classroom Teacher in Blended Learning
  - Planning - Lesson Planning; Digital Agenda
  - Digital Software
  - Curriculum
  - Classroom Layout
  - Procedures for Managing Technology

- The Role of the Principal in Blended Learning
  - Aligning Blended Learning to Effective Teaching Framework
  - Managing Technology Use
  - Monitoring Student Progress

Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. Alliance College-Ready Middle Academy No. 5 assures that its staff attends and/or conducts professional development activities that support access by students with disabilities to its general education program.

**Authentic Ongoing Assessment** – Alliance College-Ready Middle Academy No. 5 provides multiple ongoing opportunities to measure student learning and to inform instruction through real life technology projects, and analysis of online student work portfolios.

A personal learning plan is developed and maintained for each Alliance College-Ready Middle Academy No. 5 student, and used to identify student needs, interests, and progress towards proficiency on core content standards, proficiency in English language development and college-readiness. Student learning plans include electronic portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real life project-based learning.

Quarterly benchmark assessments are given every 6-8 weeks. Data Director is used to score and analyze data on interim assessments in core content standards in reading, math, science, and history/social science. Interim assessments inform instruction and provide immediate individual student information on progress towards proficiency on State standards. Teachers are supported in analyzing the data and planning their re-teaching week (the first week of any new quarter) and future instruction to best meet the current needs of students through professional development.
In BLAST classrooms, there will also be formative data that all teachers can pull on an ongoing basis from the online content providers within the BLAST model. These providers include, but are not limited to: Person, Achieve 3000, eScience, IXL, Kahn Academy, Revolution K12 and Virtual Nerd. All providers must provide real time data that will be useful to teachers, and training to ensure effective understanding and use of data. Through these programs, teachers know immediately how students are performing and where they are struggling. They can use this information to effectively group students in learning station rotations, differentiate individual and group tasks, and provide more adapted options for students to demonstrate their learning.

Alliance College-Ready Middle Academy No. 5 students also participate in all mandated standardized assessments. Alliance interim assessments are administered online for all students to prepare students for SBAC online assessments. Every student has an SBAC ready iPad or Laptop.

The new CCSS require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving, and communication skills. ACRMA5 student technology goals include all students developing technology literacy and technology fluency. ACRMA5 and the Alliance have integrated student use of technology for the past 8 years and for the past 3 years have increased student access to one device per student. We are well prepared to meet the challenge of developing student technology literacy and fluency.

Technology Literacy is the ability to responsibly, creatively and effectively use appropriate technology to:

- Communicate.
- Access, collect, manage, integrate and evaluate information.
- Solve problems and create solutions
- Build and share knowledge.
- Improve and enhance learning in all subject areas and experiences.

Technology Fluency is demonstrated when students:

- Apply technology to real-world experiences.
- Adapt to changing technologies.
- Modify current and create new technologies.
- Personalize technology to meet personal needs, interests and learning style.

Accountability for Results – The ACRMA5 principal is responsible and accountable to the school community for the same Title I accountability requirements as other non-charter public schools in California including Adequate Yearly Progress; implementing the core values, beliefs and best practices of the Alliance education model; and insuring that each and every student gets what they need to achieve their individual and school performance goals. Alliance is responsible and accountable for guarantees made to Alliance College-Ready Middle Academy No. 5 in monitoring progress, and documenting and publishing results to the school community and the community of Los Angeles.

ACRMA5’s principal is hired with annual renewable contracts based on annual performance evaluation conducted by their designated Alliance VP of Schools. The ACRMA5 principal is responsible for and has the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.

Alliance monitors, documents, evaluates and publishes implementation results and student outcome results. Alliance contracts with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, inform parents and the community on the degree to which Alliance College-Ready Middle Academy No. 5 is achieving its stated goals for individual students.
**Academic Program**

The courses offered at Alliance College-Ready Middle Academy No. 5 are structured to prepare students to enter and succeed in high school. Teachers are actively involved in shaping and further evolving the courses to provide the most rewarding educational experiences in conjunction with assuring that students develop proficiency in the California content standards. ACRMA5 assures that its instructional program will address the CA State Standards and Common Core Standards when implemented by the state.

Our mission is that 100% of middle school students will complete courses in grades 6-8 in 3 years passing with a grade of C or better. When students need extra help and do not succeed the follow supports are provided for all students in need including all subgroups and students transferring in:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and or Math
- Tutoring After School or Saturdays

<table>
<thead>
<tr>
<th>CURRENT COURSES</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts CORE</td>
<td>English 6 – Reading, Writing and Literature</td>
<td>English 7 – Reading, Writing and Literature Honors English</td>
<td>English 8 – Reading, Writing and Literature Honors English</td>
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<tr>
<td>Mathematics CORE</td>
<td>Math 6</td>
<td>Math 7 Algebra 1*</td>
<td>Common Core Math Algebra 1* Geometry*</td>
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<tr>
<td>Science CORE</td>
<td>Earth Science</td>
<td>Life Science</td>
<td>Physical Science</td>
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<tr>
<td>History &amp; Social Science CORE</td>
<td>World History: Ancient Civilizations</td>
<td>World History: Medieval Times</td>
<td>United States History Geography</td>
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<tr>
<td>Intervention</td>
<td>Reading Support Math Support</td>
<td>Reading Support Math Support</td>
<td>Reading Support Math Support</td>
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*A-G Courses*

Alliance College-Ready Middle Academy No. 5 will provide two to three hours of daily instructional time in reading/language arts and/or mathematics for students needing intervention. Our content literacy focus will promote the use of reading and writing across the curriculum for the acquisition of content knowledge and for real-world applications. Classroom libraries will provide a variety of literature selections of appropriate interest for middle school students.

**ALLIANCE MIDDLE SCHOOL COURSE DESCRIPTIONS:**

**HISTORY/SOCIAL SCIENCE**

**WORLD HISTORY: ANCIENT CIVILIZATIONS 6**

*(Year) 6th GRADE*

(World History and Geography: Ancient Civilizations)

This Grade six course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the
literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery.

WORLD HISTORY: ANCIENT CIVILIZATIONS AND LITERACY 6
(YEAR) 6TH GRADE
This course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture, the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery. The sixth grade focus will be gaining social studies comprehension through increased fluency. Students will receive specific and intensive instruction in order to improve reading comprehension, fluency, vocabulary, and the ability to read a variety of social studies materials. Students will learn and practice a variety of specific strategies that they can use when reading social studies non-fiction text.

WORLD HISTORY: MEDIEVAL TIMES
(YEAR) 7TH GRADE
(World History and Geography: Medieval and Early Modern Times)
This course explores world history and geography from the Fall of Rome through the Age of Enlightenment. The course investigates the social, cultural, and technological changes during this period. This course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages; the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. This course seeks to enhance understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today.

UNITED STATES HISTORY 8
(YEAR) 8TH GRADE
(United States History and Geography: Growth and Conflict)
The Grade eight course examines United States history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an intensive investigation and review of the major ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation.

ENGLISH

ENGLISH 6
(YEAR) 6TH GRADE
The major purpose of this course is to develop student focus and active engagement with text. They are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. The standards require that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). The CA Reading/Language Arts Framework (referred to as the Framework) highlights that sixth grade students are expected to write narrative, persuasive, and descriptive texts (responses to literature and research reports) of at least 500 to 700 words in each genre and continue to demonstrate a command of standard English.

ENGLISH LANGUAGE ARTS AND LITERACY
(YEAR) 6TH GRADE
The purpose of this course is to develop student focus and active engagement with the text. Students are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation. The 6th grade focus will be gaining reading comprehension through increased fluency. Students will receive specific and
intensive instruction in order to improve reading comprehension, fluency, vocabulary, and the ability to read a variety of reading materials. Students will learn and practice a variety of specific strategies that they can use when reading fiction and non-fiction text.

ENGLISH 7
(YEAR) 7th GRADE
The major purpose of this course is to provide students with the skills and content knowledge to transition from the process of learning to read to the more advanced processes of reading to learn. Students will and use build academic vocabulary, in oral and written forms, and independent reading skills to significantly improve reading comprehension and vocabulary. An increased familiarity with models of good writing and the conventions of writing and spelling will be developed in order to apprentice students in building proficiency in the California English Language Arts Standards for seventh grade. The CA Reading/Language Arts Framework requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). Seventh grade students are expected to continue to develop strategies for organizing and giving focus to their writing with an increased emphasis on the documentation of support and extension of organizational strategies. Students are expected to write texts of between 500 and 700 words in the form of responses to literature, research reports, persuasive compositions, and summaries.

SUMMER BRIDGE ELA 7
(SEMESTER) 7th GRADE
Prerequisite: ELA 6AB
This is a course designed to meet the needs of 6th grade students who are not quite ready for the 7th Grade English Arts course. This course will review Grammar, Reading and writing skills and focus on the 6th grade standards that are foundational for success in a 7th Grade English Language Arts course, as defined by the English Language Arts Framework for California Public Schools. This course will be structured to offer additional time, smaller class size or instructional strategies to afford students an opportunity to build upon their skills, which are prerequisites for English Language Arts 7.

ENGLISH HONORS 7
(YEAR) 7th GRADE
This course is for 7th graders who have demonstrated distinguished abilities in the various components of English. In addition to more rigorous pacing, students will be expected to complete additional homework and presentations.

SUMMER BRIDGE ELA 8
(SEMESTER) 8th GRADE
Prerequisite: ELA 7AB
This is a course designed to meet the needs of 7th grade students who are not quite ready for the 8th Grade English Arts course. This course will review Grammar, reading and writing skills and focus on the 7th grade standards that are foundational for success in a 8th Grade English Language Arts course, as defined by the English Language Arts Framework for California Public Schools. This course will be structured to offer additional time, smaller class size or instructional strategies to afford students an opportunity to build upon their skills, which are prerequisites for English Language Arts 8.

ENGLISH 8
(YEAR) 8th GRADE
The major purpose of this course is to build student readiness required for successful achievement with secondary content in grades nine through twelve and to support the culmination of curriculum activities and proficiency in the California English Language Arts Standards for grade eight. The Standards require that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). Eighth grade students will continue to produce texts of 500 to 700 words in the following categories: fictional or autobiographical narratives, responses to literature, research reports, and persuasive compositions.

ENGLISH HONORS 8
(YEAR) 8th GRADE
This course is for 8th graders who have demonstrated distinguished abilities in the various components of English. Students will mostly examine American literature. Students will be required to create a presentation, engage in out-of-class reading and lead class lessons.
MATH

MATH 6
(YEAR) 6TH GRADE
The major purpose of this course is to serve as a vehicle by which students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; and will accurately compute and solve problems. They will apply this knowledge to statistics and probability, and geometry.

MATH 6 AND LITERACY 6
(YEAR) 6TH GRADE
This course will serve as a vehicle by which students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; and will accurately compute and solve problems. They will apply this knowledge to statistics and probability, and geometry. Students will receive specific and intensive instruction to improve mathematical literacy concepts. This will be accomplished through a variety of reading comprehension, fluency, and vocabulary math based activities. The focus on math literacy will provide students with the ability to improve their math reading skills as well as learn and practice a variety of specific strategies that they can use when reading mathematical world problems which will provide them with a better understanding of vocabulary terminology.

SUMMER BRIDGE PRE-ALGEBRA 7
(SEMESTER) 7TH GRADE
Prerequisite: Math 6AB
This is a course designed the meet the needs of 6th grade students who are not quite ready for 7th Grade Pre-Algebra course. This course will review math skills and focus on the 6th grade standards that are foundational for success in a 7th Grade Pre-Algebra course, as defined by the Mathematics Framework for California Public Schools. This course will be structured to offer additional time, smaller class size or instructional strategies to afford students and opportunity to build upon their skills, which are prerequisites for Pre-Algebra.

PRE-ALGEBRA 1
(YEAR) 7TH GRADE
Prerequisite: Math 6 A/B
This course offers a Pre-Algebra curriculum that uses the McDougall Littell Course 2 Math Book.

PRE-ALGEBRA HONORS 1
(YEAR) 7TH GRADE
Prerequisite: Math 6 A/B
This course offers a more rigorous and accelerated Pre-Algebra curriculum than the regular Pre-Algebra course. In addition to pacing differences, students enrolled will be exposed to a highly rigorous math curriculum that promotes project-based learning and in-depth exploration of pre-algebra concepts. Finally, during the 2nd semester, students will begin to explore early Algebra 1 concepts.

SUMMER BRIDGE MATH 8
(SEMESTER) 7TH GRADE
Prerequisite: Math 7AB
This is a course designed the meet the needs of 7th grade student who are not quite ready for 8th Grade Math. This course will review math skills and focus on the pre-algebra standards that are foundational for success in an 8th Grade Math course, as defined by the Mathematics Framework for California Public Schools. This course will be structured to offer additional time, smaller class size or instructional strategies to afford students and opportunity to build upon their skills, which are prerequisites for Math 8.

ALGEBRA 1
(YEAR) 8TH GRADE
Algebra 1 covers the fundamental properties of the real number system. Topics include simplifying algebraic expressions, laws of exponents, solving first and second degree linear equations and inequalities, solving systems of equations and inequalities, functions and function notation, graphs of linear and quadratic functions, radical equations, ratio and proportion, and the quadratic formula. Many problems are presented in context and students are required to read, interpret and solve such problems.

ALGEBRA HONORS
(YEAR) 8TH GRADE
Prerequisite: Teacher recommendation
The purpose of this course is to serve as the vehicle by which students make the transition from arithmetic to
symbolic mathematical reasoning. It is an opportunity for students to extend and practice logical reasoning in the context of understanding, writing, solving, and graphing problems involving linear and quadratic equations (including systems of two linear equations in two unknowns). Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses. Honors students will be given a more challenging daily homework and test/quiz regime. They may also be given additional material to cover on their own.

**ALGEBRA SUPPORT**
(Year) 8th GRADE
Prerequisite: Students identified as having below grade level math proficiency gaps.
This yearlong math elective will be taken in addition to the Algebra I yearlong course. Algebra Support is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps (i.e. pre-requisite skills=whole number fluency, fractions, integers). Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.

**GEOMETRY**
(Year) 8th GRADE
Geometry is the study of points, lines and areas in a single plane, and includes some extension into three-dimensional space. Emphasis is also placed on creating a consistent set of axioms and using deductive reasoning to write proofs and derive theorems. Students need to have a strong foundation in algebraic concepts.

**MATH COMMON CORE 8**
(Year) 8th GRADE
Prerequisite: Math 7AB
This is a course designed to meet the needs of 8th grade students under the Common Core State Standards Mathematics. This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling and association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**SCIENCE**

**EARTH SCIENCE 6**
(Year) 6th GRADE
The major purpose of this course is to provide all students with science and health concepts that build upon the students' K-5 experience. Emphasis will be placed on Investigation and Experimentation and the Science Standards which will prepare students to lead successful and productive lives and prepare them for future science courses. The middle school teacher uses a balanced (inquiry/text) approach and establishes connections between Earth/Space Science, Physical Science, Life Science, with a focus on Earth Science. Inter-connections with other curricular areas are also made.

**EARTH SCIENCE 6 & LITERACY**
This course will provide all students with science and health concepts that build upon the students' K-5 experiences. Emphasis will be placed on Investigation and Experimentation and the Science Standards which will prepare students to lead successful and productive lives and prepare them for future science courses. The teacher uses a balanced (inquiry/text) approach and establishes connections between Earth/Space Science, Physical Science, Life Science, with a focus on Earth Science. Inter-connections with other curricular areas are also made. This will be accomplished through a variety of reading comprehension, fluency, and vocabulary science based activities. The focus on science literacy will provide students with the ability to improve their science activities. The focus on science literacy will provide students with the ability to improve their science reading skills as well as learn and practice a variety of specific strategies that students can use to acquire a better understanding of scientific vocabulary terminology.

**LIFE SCIENCE 7**
(Year) 7th GRADE
The major purpose of this course is to provide all students with science concepts that build upon the students' K-6 experience. Emphasis will be placed on Investigation and Experimentation and the Science Standards which will prepare students to lead successful and productive lives and prepare them for future science courses. The middle school teacher uses a balanced (inquiry/text) approach and establishes connections between Earth/Space Science, Physical Science, Life Science, with a focus on Life Science.
PHYSICAL SCIENCE 8  
(YEAR) 8th GRADE
The Physical Science Standards stress an in depth understanding of the nature and structure of matter and the characteristic of energy. The standards place considerable emphasis on the technological application of Physical Science Principles. Major areas covered by the standards include the organization and use of the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion. The Physical Science standards continue to build on skills of systematic investigation with a clear focus on variables and repeated trials. Student will plan and conduct research involving both classroom experimentation and literature reviews from written and electronic resources.

VISUAL AND PERFORMING ARTS (VPA)

ART  
(YEAR) 8th GRADE
The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In General Art, students expand their knowledge of the visual arts while making meaningful connections between the arts and their own experiences through a series of instructional units that combine observing and creating in arts media; reading, writing and speaking about, and reflecting upon the arts. Arts activities focus on applying knowledge of the elements and principle of art to units on drawing, painting, lettering, perspective, sculpture, and the world crafts.

ART AND LITERACY  
(SEMESTER) 7/8th GRADE
Students will build reading comprehension, engage in high-level writing activities, and expand their vocabulary and content knowledge in history/social science, through exposure to art history. Students will apply their learning to art projects. The course will be based on project-based learning and will integrate technology and critical thinking.

FILM STUDIES  
(YEAR) 8th GRADE
This eighth grade elective course was founded on 8th grade ELA standards that use films and documentaries to build critical thinking and analytical skills for both written and oral presentations. The course follows the ELA instructional pacing for writing standards and shadows the 8th grade ELA class. It uses relevant topics and themes to delve deeper into application of the writing standards.

DRAMA  
(YEAR) 8th GRADE
Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. Additionally, students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, electronic media productions and live performances.

LANGUAGE ARTS IN THEATER
This class will provide a comprehensive look at the history and methodology of acting and story-telling. The Language Arts in Theater program will supplement and support the Language Arts standards in correlation with the Drama and Theater standards. Students will have opportunities to develop proficiency through vocabulary, comprehension, and oral and written language. The course will utilize a variety of literacy genres, and incorporate project-based learning to prepare students for the common core standards and assessment.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 6  
(YEAR) 6th GRADE
Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

PHYSICAL EDUCATION 7  
(YEAR) 7th GRADE
Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

PHYSICAL EDUCATION 8  
(YEAR) 8th GRADE
Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

**PHYSICAL EDUCATION 6/7**
*(YEAR) 6/7* **GRADE**
Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

**PHYSICAL EDUCATION 7/8**
*(YEAR) 7/8* **GRADE**
Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

**GENERAL ELECTIVES**

**CREATIVE WRITING/MULTICULTURAL LITERATURE**
*(YEAR) 8* **GRADE**
Creative writing and multicultural literature will focus on the language arts standards and the common core. Students will have opportunities to develop proficiency through vocabulary, comprehension, and oral and written language. The course will utilize a variety of literary genres, and incorporate project-based learning to prepare students for the common core standard and assessment. Students will respond to what they read thorough writing activities for different purpose and audience.

**MIDDLE SCHOOL SUCCESS**
*(YEAR) 6* **GRADE**
This is an academic elective course for all sixth grades. The purpose of the course is to prepare all students for success in middle school, and advancement at their current level. The course provides enrichment for high priority sixth grade math and language arts standards, and to prepare students for the common core standards and assessments. Additionally, students will gain study and note taking skills.

**RESOURCE LAB**
*(Year) 6* **GRADE**
This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

**RESOURCE LAB 7**
*(Year) 7* **GRADE**
This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

**RESOURCE LAB 8**
*(Year) 8* **GRADE**
This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

**COMPUTER LITERACY 6**
*(YEAR) 6* **GRADE**
Introductory course to measure and increase the literacy level of our students in computer basics, mouse and keyboarding skills, how to use the internet for research, improve typing skills, and teach Microsoft Suite programs Word and PowerPoint. Students also use the computer for researching projects for and intervention needs in the core classes.

**CREATIVE WRITING**
*(YEAR) 7* **GRADE**
The purpose of this course is to create a positive writing experience for students interested in creative writing through literature-rich focused instruction. Students will keep a daily journal of unique writing exercises that encourages both the enjoyment of writing as well as practice in various relevant literary skills.

INTRODUCTION TO JOURNALISM  
(YEAR) 7th GRADE  
The purpose of this course is to offer introductory training in writing news stories, feature articles, and editorials. Students will develop skills in basic interviewing techniques, collecting research, selecting appropriate evidence and support, and organizing material from other sources.

SOCIAL JUSTICE AND RESPONSIBILITY  
(YEAR) 7th GRADE  
This course is designed for students that have expressed an interest in the study of law. It serves as an introduction to civic responsibility and social justice. Student will analyze the U.S. Constitution and the Bill of Rights and the role the documents play in Three Branches of the U.S. Government. Students will also develop an understanding for the rights of and the roles of American citizens in the creation of law.

JUSTICE SYSTEM AND U.S. GOVERNMENT  
(YEAR) 8th GRADE  
The purpose of this course is to allow students with an interest in the study of law to develop a deeper understanding of the Judicial Branch and how the U.S. Government functions. Students will formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

DIRECT LEARNING  
(YEAR) 6th, 7th, 8th GRADE  
Direct Learning is an intervention class focused on helping students to become better readers, writers and speakers. In this course, students will also develop a better understanding of their unique learning styles and improve their study skills in order to be successful in high school, college and beyond. The course is specifically designed for students that read at least 2 years below grade level.

DESTINATION SUCCESS  
(YEAR) 6th GRADE  
Direct Success is a technology-based intervention class focused on helping students improve upon teacher-specified English and Math standards.

MATH/LANGUAGE ARTS APPLICATIONS 7  
(YEAR) 7th GRADE  
Language arts and math standards are addressed through higher order applications of skills, including technology programs (Carnegie, MYAcess writing.) Students will read novels from approved grade 7 literature lists, and be provided extensive writing instruction to prepare them for the CST writing test in March. The teacher will use CMAST strategies to allow students to apply math standards.

MATH AND LITERACY MEDIA SUPPORT  
(YEAR) 7th GRADE  
This elective course supports the Math and English/Language Arts core curriculum. The course integrates technology as a means to help 7th grade students develop math concepts, writing skills, reading comprehension, and enhance their knowledge of technology. The course is designed to enhance the core curriculum while integrating technology.

MATH, SCIENCE, AND TECHNOLOGY STEM  
STEM B- M77202  
(YEAR) 8th GRADE  
This course provides students with highly interactive, hands-on, group activities built around concepts in science, technology, engineering, and math (STEM). Using an interdisciplinary approach, students will explore nanotechnology, genetics, sound and music, energy and the environment, game design, aerodynamics and gravity, and space and the solar system. Each activity is designed to emphasize collaborative learning, critical and analytical thinking, problem solving, creativity, and effective experimental design. Through Project-Based Learning activities, students will grow in confidence and creativity while gaining critical 21st century skills. In addition, students will have the opportunity to explore careers in STEM and participate in real-world problem solving and structured inquiry.
SUMMER BRIDGE 6 MS
(SUMMER) 6th GRADE
This course is intended to give students a “head start” on their sixth grade curriculum, and support their transition from elementary to middle school (Student expectation, school culture, use of technology, etc.).

STUDENT ADVISORY – ALLIANCE REQUIREMENT

ADVISORY 6
(YEAR) 6th GRADE
Advisory is an Alliance curriculum driven course. Students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:
1. Personal and academic success of students
2. Prepare students to be positive and contributing members of society
3. Prepare students for school, life and career transitions
4. Create a community in which all students feel safe, welcome and heard.

ADVISORY 7
(YEAR) 7th GRADE
Advisory is an Alliance curriculum driven course. Students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:
1. Personal and academic success of students
2. Prepare students to be positive and contributing members of society
3. Prepare students for school, life and career transitions
4. Create a community in which all students feel safe, welcome and heard.

ADVISORY 8
(YEAR) 8th GRADE
Advisory is an Alliance curriculum driven course. Students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:
1. Personal and academic success of students
2. Prepare students to be positive and contributing members of society
3. Prepare students for school, life and career transitions
4. Create a community in which all students feel safe, welcome and heard.

Transition to Common Core
ACRMA5 is participating in the Alliance College-Ready Public Schools strategic plan to transition to the Common Core Standards and Assessments. The full plan is described in this section and addresses both middle and high school levels. Only those applying to the middle school relate to this petition. Alliance schools began the transition in 2011-12. By 2013, summer training provided all teachers with instructional guides based on Common Core standards. Spring 2014 will be the last year that ACRMA5 will implement current CST testing. In fall 2014, our instruction will be based on common core and testing will be based on CA Smarter Balance Common Core Assessments. ACRMA5 will be prepared to have all students take common core assessments beginning with spring 2014 SBAC online field assessments in ELA or math in grades 6-8.

Our transition launch in 2012-13 focused on spreading awareness of the 3 shifts in ELA and Math and creating school-based expertise as the foundation for a more extensive transition in 2013-14.

During the 2012-13 School Year:
• All Teachers, Principals and Assistant Principals developed an awareness of the Common Core standards by studying these standards and analyzing Common Core lessons and assessments in professional development sessions throughout the year during monthly Principal and Assistant principal meetings and during Alliance-wide professional development sessions.
One math and one ELA teacher from all 21 schools participated in a Professional Learning Community (led by the Math and ELA Directors) to focus on studying, designing and trying out common core-aligned curriculum and assessments.

All students piloted Smarter Balanced assessment items on benchmark 2 & 3 in math and ELA. Analyzed resulting student work from these items with teachers to assess where we need to support students most (pilot items did not count toward their grade).

Selected math teachers piloted Math Design Collaborative (MDC) formative assessment lessons in 6 schools.

Selected ELA teachers piloted CCSS Readers/Writers workshop in 6 schools.

Science and Social Studies teachers analyzed examples of instruction, curriculum and assessments that support Common Core reading and writing standards.

Advanced Placement teachers aligned their standards and expectations, shared key assignments, and selected AP released items for benchmark exams in order to foster success on the AP exams in the 8 most-taught Advanced Placement courses across Alliance.

**Hybrid CCSS Implementation Year**

In 2013-14, we plan to anchor our transition to CCSS in the following areas:

1. Increased supports for teachers (professional development & coaching support).
2. Anchor lessons and units from high-quality, common core-aligned curriculum.
3. Benchmark exams to reflect gradual transition to CCSS items.

**During the 2013-14 school year:**

AB484 became California law on October 2, 2013. AB484 suddenly and dramatically changed testing requirements and suspended most accountability requirements for a year to facilitate the transition to Common Core State Standards (CCSS).


We will continue our focus on the major shifts towards Common Core: a) evidence-based reading and writing; b) problem-solving in math and science; and c) the incorporation of more non-fiction text.

<table>
<thead>
<tr>
<th>What stops?</th>
<th>What starts?</th>
<th>What stays the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate CST assessments in ELA and Math in grades 6-10</td>
<td>EAP essay portion moved to February (<em>details forthcoming</em>)</td>
<td>CST Science grades 8 and 10 (NCLB requirement)</td>
</tr>
<tr>
<td>Eliminate CST assessments in History, grades 6-11</td>
<td>Required participation in computer based field test ELA or Math Smarter Balanced Assessments in grades 6-8 and 11 spring 2014</td>
<td></td>
</tr>
<tr>
<td>Eliminate CST assessments in Science Grades 6, 7, 9, 11</td>
<td></td>
<td></td>
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<tr>
<td>Discontinue API as we currently know it</td>
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**Alliance Timeline to Transition Fully to CCSS ALIGNED Instruction and Assessment**

<table>
<thead>
<tr>
<th>Transition</th>
<th>ENGLISH</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>HISTORY</th>
</tr>
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<tbody>
<tr>
<td>Teach CC</td>
<td>YES</td>
<td>YES</td>
<td>LITERACY</td>
<td>LITERACY</td>
</tr>
<tr>
<td>Teach ONLY CC Standards</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
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<td>Teach CA and CC/NGSS</td>
<td>NO</td>
<td>YES - CA &amp; CC content, CC math</td>
<td>YES - CA content, CC</td>
<td>YES - CA content, CC Reading &amp;</td>
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<td>practices</td>
<td>Reading &amp; Writing standards</td>
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<tr>
<td>Use Current IGs</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
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</tr>
<tr>
<td>Use New IGs</td>
<td>YES</td>
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<tr>
<td>Blueprints for Benchmark 3</td>
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<tr>
<td>Instructional Maps</td>
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<td>NO</td>
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<tr>
<td>CC Standards Progress Report</td>
<td>YES</td>
<td>YES - CC math practices</td>
<td>YES - CC Reading &amp; Writing standards</td>
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<tr>
<td>CA Standards Progress Report</td>
<td>NO</td>
<td>YES - CA math content</td>
<td>YES - CA history content</td>
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</tbody>
</table>

**ENGLISH LANGUAGE ARTS will transition to CCSS standards fully by the second semester.**

ELA teachers are focusing on the following shifts in instructional practice:

1. Text-based answers;
2. Development of academic vocabulary;
3. Balancing informational and literary text.

Over the summer a CCSS alignment column was added to the ELA Instructional Guides so teachers could see how they might teach Common Core standards and CA content standards together. The Alliance blueprints for the December ELA benchmark exams also establish an alignment while showing teachers how CCSS can provide the opportunity to go into more depth. Benchmark 2 will test CA standards via the multiple-choice items, and will test CCSS via the writing prompt / open-ended response item.

For second semester, the ELA CC Implementation coaches are working to provide a new instructional guide that will convey the following for each unit of study:

- CCSS standards per unit;
- Pearson unit overview;
- Number of questions on benchmark 3 for each set of Common Core standards: NOTE: benchmark 3 will test only CCSS.

ELA teachers will be supported to use the 3 units from Pearson that will be available second semester to teach CCSS. However, we know that the transition takes time, so we will make sure to build in time for teachers to revise an existing CA-aligned unit so that it is more common core-aligned.

ELA coaches and CAO will form an advisory committee of ELA teachers and school leaders who will volunteer their time to provide feedback on the transition and roll-out plans and documents starting in December.

**MATH will transition to the Mathematical Practice Standards within CCSS in the spring semester.**

Math teachers are focusing on the following 3 shifts in preparation for CCSS:

1. Balance of conceptual understanding and procedural fluency;
2. High-level tasks that promote rigorous thinking and academic discourse;
3. Justification of mathematical thinking in writing and talk.

*The Alliance math blueprints for the benchmarks are the main document that math teachers and school leaders should refer to for the new pacing and new standards emphasis that will be assessed at the end of each quarter.* The Alliance blueprints were developed by Alliance teachers, math coaches and the Math Director at the October pupil-free days to help teachers understand how to pace their instruction and transition to CCSS over the course of the school year. The CAO, math team,
and school leaders will provide additional guidance and materials as soon as possible. Our ultimate goal is establishing a common approach to math instruction for all Alliance schools.

In SCIENCE will shift our practices and instructional guides to Next Generation Science Standards (NGSS) even though we are still accountable for giving CST in 8th grade physical science and 10th grade life science.

Science teachers have been focusing on the following shifts this school year, three of the science practices from NGSS:

1. Analyzing data;
2. Constructing arguments from evidence;
3. Writing high-quality explanations in science.

The lifting of CST from all science courses except grade 8 physical science and 10 life science enables us to begin teaching these NGSS practices, which are aligned to the Common Core reading and writing standards in science.

At the October PD, teachers in grades 6, 7, Biology, Chemistry, and Physics worked on revamping the pacing of their courses to allow time for students to practice more reading, writing, and data analysis in their science courses. Science teachers should use the revised instructional maps alongside their Instructional Guides so they know how to pace what they are teaching in their courses this year.

Science teachers also worked on revamping the benchmark exams. For the second and third benchmarks, one writing prompt / short answer will be added. Teachers provided input to this at the October pupil-free day.

Science teachers will continue to focus on NGSS Science Practices alongside the current CA science content standards and NGSS content standards where appropriate. Our Science Director continues to provide resources and PD that will enable teachers to successfully make these shifts. The fall 2013 leadership course will help school leaders understand how NGSS is different than CA standards and what they can do to prepare to make the shift.

The plan is to transition fully to the NGSS standards for the 2014-15 school year. In the spring teachers will work collaboratively with the Science Director to map out new Instructional Guides for science in grades 6-12, which will also include AP courses. We will continue to use pupil-free days to lead the revision and transition process.

HISTORY/SOCIAL SCIENCE will implement CCSS reading and writing standards by the spring semester.

In history/social science, teachers have been focused on the following shifts:

1. Shift from subject-matter history to disciplinary history and developing signature practices to reflect this shift;
2. Argument writing using evidence from primary and secondary sources;
3. Evaluation and analysis of multiple sources in the classroom.

We are shifting the “how” we teach history to embed CCSS reading and writing standards in everyday practice. The “what” we teach (content) will continue to come from the CA content standards for History/Social Science.

At the October pupil-free days, teachers outlined a vision for history/Social Science focused on critical thinking skills, relevancy and social justice. Teachers explored what the three shifts above look and sound like in world history, U.S. history and government/economics. Middle school teachers worked with the History Director to outline a structure for argumentative writing that will be assessed on benchmark 2.
History/social science teachers should continue to teach CA content standards alongside our **signature practices** – contextualizing, corroborating, sourcing, skeptical reading, detecting historical significance, historical processing notes/task. These signature practices support teachers in implementing the shifts above, and align to the CCSS. Teachers will continue to work during pupil-free days to revise pacing for their courses and make recommendations for the structure and content of benchmark exam 3. **Teachers should refer to their Instructional Guides and the Alliance blueprints to determine what to teach when.**

In the spring teachers will work collaboratively with the History Director to map out new Instructional Guides for history/Social Science in grades 6-12, which will also include AP courses. We will continue to use pupil-free days to lead the revision and transition process.
### Alliance Common Core Transition Overview, 2012-15

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
</table>
| **Professional Development for Teachers** | • Alliance-wide PD every 10 weeks focused on the 3 key shifts in ELA and in Math, along with a deep dive into key Common Core Standards.  
• 1 math and 1 ELA teacher from each school engaged in a PLC with our Math and ELA directors to develop internal expertise about Common Core (monthly meetings outside of the school day). | • Increased number of days for Alliance-wide PD throughout the year to allow for extensive, course-alike, content-specific PD.  
• Revamp time of new content coaches and directors to spend more time in schools via Instructional Rounds, one-on-one coaching, and PD support for the transition to CCSS.  
• Partnership with New Teacher Center for coach training for all Home Office and school-based coaches. | • Continue with additional Alliance-wide PD days throughout the year to support collaboration around anchor curriculum and assessments for Common Core.  
• Differentiated professional development offered in blended and face-to-face venues focused on CCSS.  
• 2nd year of partnership with NTC to focus on mentoring to promote equity in education. |
| **Professional Development for Principals** | • Monthly Principal and Assistant Principal meeting time focused on Common Core shifts and assessment (2 hours each month). | • On-site support for planning CCSS transition into Wednesday PD time.  
• PD courses for leaders offered with focus on Common Core in math and ELA and Next Generation Science standards. | • On-site support for observing and providing feedback to teachers on key shifts.  
• PD courses for leaders offered to continue to differentiate professional learning for Principals and Assistant Principals. |
| **Curriculum** | • Pilot of Math Design Collaborative (MDC) work in 6 schools.  
• Pilot of Readers/ Writers workshop in 5 middle and 1 high school. | • Expansion of MDC work to form the basis of the transition to Common Core for math (Formative Assessment lessons implemented once per quarter as “anchor” lessons).  
• Expansion of key elements of Readers/Writers workshop to focus on 3 key shifts.  
• Introduction of Pearson Common Core System of Courses in fall for grades 6-11. Gradual roll-out focused on anchor lessons and units.  
• Pilot of Literacy Design Collaborative (LDC) in 10th grade in 2 high schools. Planning tools | • Full implementation of Pearson Common Core System of courses.  
• Expansion of LDC work to all science, history and ELA teachers (where relevant).  
• Digital content in history & science vetted for alignment to new standards and made available to all teachers. |
| Assessment | • All students tried out 1-2 Smarter Balanced Assessment Items on Benchmarks 2 & 3 in ELA and Math, grades 6-12. Assessment items did not count toward grades. | • All benchmark exams revised to better support alignment to CST and student progress toward mastery. • Smarter Balanced-like Assessment Items built into math and ELA benchmarks 1, 2 and 3. • Smarter-Balanced-like Assessment items to be piloted on history and science benchmarks for benchmarks 2 & 3. • Benchmark Assessments designed and administered for the 8 most-taught Advanced Placement courses for benchmarks 1, 2 and 3. | • Benchmark assessments are curriculum embedded in ELA & Math via Pearson Common Core System of Courses and aligned to SBAC. • Benchmark assessments in history and science aligned to new standards and administered online (Common Core, Next Gen., 3C). |

| Content-Focused Coaching Support | • Content Directors in ELA and math supported teachers as needed throughout the school year. • Math teachers who participated in the PLC delivered one Common Core math PD session in the spring. | • 4 math CC Implementation coaches and 4 ELA CC Implementation coaches hired to support all teachers in planning and implementing common core instruction. • History, Science, ELL, and BLAST Directors hired to support teachers and develop content-specific tools/plans for transition to Common Core, Next Gen. Science, and 3Cs Social Science. • Development of content-specific tools within the Framework for Effective teaching to signal Common Core shifts. | • On-site, differentiated coaching support to continue. • Online coaching support to augment in-person coaching support. |

**ACADEMIC CALENDAR AND SCHEDULES - District Required Language**

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.

Alliance College-Ready Middle Academy No. 5 operates on a 187-day single-track non year-round schedule, including 7 supplemental days of instruction.
### Calendar 2014-2015

<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>Ending Date</th>
<th>Holidays and Breaks</th>
<th>Professional Dev. Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Instruction Begins</td>
<td>Instruction Ends</td>
<td>Labor Day</td>
<td>9/1/14</td>
</tr>
<tr>
<td>Monday, August 4, 2014</td>
<td>Friday, June 5, 2015</td>
<td>Veterans’ Day</td>
<td>11/11/14</td>
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<tr>
<td></td>
<td></td>
<td>Thanksgiving</td>
<td>11/27 – 11/28/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winter Break</td>
<td>12/22/14 – 1/14/15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martin L. King Day</td>
<td>1/19/15</td>
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<tr>
<td></td>
<td></td>
<td>Presidents Day</td>
<td>2/16/15</td>
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<tr>
<td></td>
<td></td>
<td>Spring Break</td>
<td>3/30 – 4/3/14</td>
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<tr>
<td></td>
<td></td>
<td>Memorial Day</td>
<td>5/25/15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7/21/14– 7/30/14</td>
<td>(6 days New Teachers</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>4 days All Teachers Stipend)</td>
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<tr>
<td></td>
<td></td>
<td>10/6-7/14</td>
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<td></td>
<td></td>
<td>1/12-13/15</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4/6-7/15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Pupil Free Days)</td>
<td></td>
</tr>
</tbody>
</table>

The school instructional day begins at 7:45 a.m. and ends at 3:30 p.m., for a total of 400 instructional minutes per day. Total minutes of instruction per year are approximately 74,720 (187 days at 400 minutes per day, minus 2 hours of PD time on shortened Wednesdays). Extended learning time is scheduled after school, on Saturdays or during the summer for special needs and intervention support.

### Daily Schedules, 2014-2015

#### Mondays and Thursdays

**Odd # Periods**

| Period 1/2 | 7:45 a.m. – 8:25 a.m. | 40 |
| Nutrition | 8:30 a.m. – 10:30 a.m. | 120 |
| Period 3/4 | 10:30 a.m. – 10:50 a.m. | |
| Lunch | 10:55 a.m. – 12:55 p.m. | 120 |
| Period 5/6 | 12:55 p.m. – 1:25 p.m. | |
| Advisory | 1:30 p.m. – 3:30 p.m. | 120 |

#### Tuesdays and Fridays

**Even # Periods**

<table>
<thead>
<tr>
<th>Instructional Periods (50 minutes per class)</th>
<th>Instructional Minutes (300)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>7:45 a.m. – 8:35 a.m.</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:38 a.m. – 9:28 a.m.</td>
</tr>
<tr>
<td>Period 3</td>
<td>9:31 a.m. – 10:21 a.m.</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:24 a.m. – 11:14 a.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:14 a.m. – 11:44 a.m.</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:47 a.m. – 12:37 p.m.</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:40 p.m. – 1:30 p.m.</td>
</tr>
<tr>
<td>Teacher Prof. Dev.</td>
<td>1:30 p.m. – 3:30 p.m.</td>
</tr>
</tbody>
</table>

### Sample Student Schedule

(6 periods per week: Monday/Thursday - odd periods and Tuesday/Friday - even periods. Wednesdays – all periods except advisory)

#### 6th Grade

| Period 1/2 | English 6/Math Support |
| Nutrition | |
| Period 3/4 | Math 6/Earth Science |
| Lunch | |
| Advisory | Advisory |
| Period 5/6 | World History: Ancient Civilizations/PE |
**Educating Young Adolescents**

We believe that successful schools for young adolescents must demonstrate a culture that includes the following characteristics:\(^2\):

- **Educators who value working with this age group and are prepared to do so.** Alliance College-Ready Middle Academy No. 5 provides effective middle level educators who understand the developmental uniqueness of the age group, the curriculum they teach, and effective learning and assessment strategies. They need specific teacher preparation before entering the classroom and continuous professional development as they pursue their careers.

- **Courageous, collaborative leadership.** Alliance College-Ready Middle Academy No. 5 recruits middle level leaders who understand adolescents, the society, and the theory and practice of middle level education. The principal of Alliance College-Ready Middle Academy No. 5 influences student achievement and teacher effectiveness by advocating, nurturing, and sustaining an effective instructional program.

- **A shared vision that guides decisions.** All decisions made about the school are guided by a shared vision.

- **An inviting, supportive, and safe environment.** Alliance College-Ready Middle Academy No. 5 has established an inviting, supportive, and safe campus environment, and a joyful community that promotes in-depth learning and enhances students’ physical and emotional well being where human relationships are paramount.

- **High expectations for every member of the learning community.** Educators and students at Alliance College-Ready Middle Academy No. 5 hold themselves and each other to high expectations. Our environment develops student and staff confidence that promotes positive attitudes and behaviors and motivates students to tackle challenging learning activities.

**Advisory Groups**

Student voice is included in all aspects of the school that directly affect student learning, interests and needs through a structure of advisory groups that connect each student with a personal learning team and insure that no student falls through the cracks.

Advisory covers standards for each grade level in the areas of personal development (PD), college and career (CC), social responsibility (SR) and community building (CB). All students are well known and students are supported through advisory groups of 15-20 students. A credentialed teacher serves as advisor, and works with the same students from grade 6 through culmination. The advisory structure provides a small focused support group to motivate and support each student’s progress. Each student has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets

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\(^2\) *Taking Center Stage, California Department of Education*
throughout the year to provide guidance and assess progress. The teacher advisor monitors each student’s personal learning plan to address individual interests and needs.

**Creating a College-Going Culture**

Development of a college-going culture begins with all incoming sixth grade students through advisory groups, parent engagement and throughout school-wide activities. The question at Alliance College-Ready Middle Academy No. 5 is not “Are you going to college?” but “Which college are you going to attend?”

College Study Skills – Advisory curriculum includes direct development of study skills to prepare our students to be independent learners through the use of study skills materials and though a visiting college student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.

College Orientation – Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom. Students have the opportunity to research college programs beginning in tenth grade.

College-Campus Visits – Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.

**Selection of Instructional Materials/Adequacy of Textbooks (Appendix H)**

Alliance College-Ready Middle Academy No. 5 attests that each pupil in the school will have sufficient current textbooks, instructional materials, and digital content in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

Each spring, the principal, in consultation with the staff, identify areas of need and order texts and materials for the following year. Curriculum, materials, and instructional activities are selected based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on standards, meeting A-G course requirements, and preparing students to graduate ready for college. As part of the BLAST model, students will have access to current online textbooks. The school is not required to purchase hard copy textbooks, but can purchase books as a source of instructional material for some or all classes at their discretion. Common Core instructional materials for ELA and Math are Pearson digital content courses.

Below is a list of current textbooks used as one of the instructional resources by the school. As noted above, the needs of the school are evaluated each year and textbooks, curriculum and other instructional materials are adjusted accordingly. To date, no specific texts are used for ELD instruction.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6 Math</td>
<td>6</td>
<td>Math Course 1</td>
<td>McDougal Littell</td>
<td>2008</td>
</tr>
<tr>
<td>Grade 6 Science</td>
<td>6</td>
<td>Earth Science</td>
<td>Holt</td>
<td>2007</td>
</tr>
<tr>
<td>History/SS</td>
<td>6</td>
<td>Ancient Civilizations</td>
<td>Pearson Prentice Hall</td>
<td>2006</td>
</tr>
<tr>
<td>ELA</td>
<td>6</td>
<td>Literature</td>
<td>McDougal Littell</td>
<td>2009</td>
</tr>
<tr>
<td>Grade 7 Science</td>
<td>7</td>
<td>Life Science</td>
<td>Holt</td>
<td>2007</td>
</tr>
<tr>
<td>Grade 7 Math – Pre Algebra</td>
<td>7</td>
<td>Pre-Algebra, CA Edition (7) Math Course 2</td>
<td>McDougal Littell</td>
<td>2008</td>
</tr>
<tr>
<td>ELA</td>
<td>7</td>
<td>Literature</td>
<td>McDougal Littell</td>
<td>2009</td>
</tr>
<tr>
<td>History Social Science</td>
<td>7</td>
<td>World History Medieval &amp; Early Modern Times</td>
<td>McDougal Littell</td>
<td>2006</td>
</tr>
</tbody>
</table>
BLAST Digital Content
Digital Content is web-based program content that provides access to personalized and differentiated instruction. Students and teachers are able to access content 24/7. Students become highly reflective learners when there is immediate access to formative and summative data. Web-based programs respond to individual student data by personalizing their next series of activities and lessons. Web-based digital contact programs used in BLAST implementation include, but are not limited to:

<table>
<thead>
<tr>
<th>Digital Content</th>
<th>Subject(s)</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>6 7 8</td>
<td></td>
</tr>
<tr>
<td>McGraw Hill*</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Pearson*</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Achieve 3000*</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>eScience</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IXL</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kahn Academy</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Revolution K12*</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Virtual Nerd</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

* Programs contain ELD supports.

Many of these programs include supports specifically for ELD students. For example, Pearson has supports for ELD students embedded in every lesson and there are additional support resources in every unit of study. McGraw Hill and Achieve 300 also include elements (e.g. multimedia tools, annotation tools, visuals, graphics, vocabulary development tools) that specifically support ELD students.

WASC Accreditation
Alliance has a proven track record of supporting its middle and high schools with the WASC accreditation process. Alliance schools have historically earned successful WASC review results of the maximum of three years initial accreditation, and six years full accreditation once they are fully enrolled (Appendix I).

ACRMA5 initial candidacy status term runs June 30, 2014. A full self-study report is being completed and the visit is scheduled for the Spring 2014 semester in order to obtain ongoing accreditation.

Alliance Director of College Counseling oversees the WASC process and UC course approval process, with support from the Alliance Director of Special Projects. Alliance Vice Presidents of Schools support schools in preparing their self-study and interim reports for the WASC process.

Students with Special Needs
Alliance College-Ready Middle Academy No. 5 implements a comprehensive diagnostic testing program for every student upon entrance to the school. The assessment is used to identify learning strengths, weaknesses and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented in accordance with the MOU with the District. Alliance College-Ready Middle Academy No. 5 recognizes that students who are gifted and talented also have special needs and provides appropriate identification and instructional strategies to meet their needs.
I. Students at Risk of Retention

A. Low-achieving Students

In an effort to improve the performance for all students including those who have been identified as below or far below basic proficiency on interim and state assessments - low achieving or at risk of retention, Alliance College-Ready Middle Academy No. 5 implements a strategy based on a Personal Learning Plan (PLP). The Alliance PLP is a template used in all schools that is automatically populated with interim and state assessment data as well as course credits completed each quarter. Performance and progress of these students is monitored throughout the year every 5 wks, and 10 wks through classroom teacher monitoring of performance in Schoolzilla, our data warehouse the makes data accessible to all schools for all students and all subgroups; through school leaders, school data teams and classroom teachers tracking standards based grading reports that identify all students earning below a grade of C and through monitoring PLPs generating through PowerSchool flagging students at risk based on quarterly benchmarks, grades, credit deficiencies. Advisory teachers go over the PLP and review it with each of their advisory students. Parents review and sign the PLP each quarter with report cards. The following takes place for those specifically identified as low achieving:

1. To identify low-achieving students, all incoming students are given the Achieve 3000 and Revolution Prep level set tests within the first two weeks of school. State test results and grades showing students who are below and far below basic proficiency are also used to assess student achievement levels.

2. Parents are informed of the student’s academic standing within one week of identification.

3. Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.

4. The student receives supplemental support services through remediation support classes in ELA and math in addition to regular courses. In the areas where the student is struggling most, the classroom teacher as well as online digital content providers address and offer one-to-one instruction specific to individual needs.

5. The student is enrolled in a remediation program to accelerate learning. This is provided during the summer, after school and/or on Saturdays.

II. English Language Learners

ENGLISH LEARNERS - District Required Language

ACRMA5 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), ACRMA5 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
ACRMA5 shall provide to the CSD an annual report of its EL program assessment. Upon request, ACRMA5 shall provide a copy of its current EL Master Plan to the CSD.

ACRMA5 shall administer the CELDT annually in accordance with federal and state requirements.

ACRMA5 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.

Alliance College-Ready Middle Academy No. 5 meets all requirements of federal and state law relative to equal access to the curriculum for those who are English Language Learners (ELL’s). The school has adopted and implemented the Alliance College-Ready Public Schools English Learner Master Plan. The goal is to provide high quality instructional programs and services for ELL’s that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

The English language literacy intensive component of the program supports ELL’s through:

- A teaching staff qualified in second language pedagogy
- An after-school and summer school program with a strong language literacy focus determined by the individual assessed needs of each student
- Additional bilingual teacher’s aides in the classroom to assist ELL’s at ELD levels 1 and 2 in English intensive classes

Alliance College-Ready Middle Academy No. 5 offers the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed especially for ELL students. Students who are two or below on CELDT English proficiency below and far below on Alliance interim benchmark assessments and ongoing classroom teacher assessments are identified for additional support and assigned additional support classes titled: Math or ELA Support in addition to grade level ELA and/or assigned math course. The curriculum content for the sheltered English classes is the same as in the English only classrooms. Achieve 3000 provides additional support where the MacBook Pro will read aloud student’s written passage or students can translate the passage into their native language.

To support the environment needed to assure that students needing English as a second language are supported, Alliance College-Ready Middle Academy No. 5 works to recruit teachers who have a credential as well as bilingual or ESL endorsements (state authorization to teach ELL’s such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers are trained in appropriate methods for teaching ELL’s at various levels of proficiency. These methods include using bilingual teacher aides and coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for ELL’s.

- Sheltered English – Sheltered Instruction is to provide meaningful instruction in content areas (social studies, math, science) for transitioning Limited English Proficient (LEP) students towards higher academic achievement while they are working towards English fluency. Instead of providing watered down curriculum for LEP students, sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing, causing teachers to build upon their abilities to take on the linguistically diverse classroom
- Preview/Review – Teachers present vocabulary prior to presenting core content
- Digital Content – Allows individual students to develop auditory and verbal skills at their own pace use headphones and laptops.

Alliance College-Ready Middle Academy No. 5 teachers are trained to use the state English Language Development (ELD) standards. The LAUSD ELD Handbook is used as a resource guide.
for curriculum planning. Selected teachers attend appropriate LAUSD training usually offered in the spring. This allows these teachers to become qualified to train other teachers during Alliance College-Ready Middle Academy No. 5 in-service professional development.

Alliance College-Ready Middle Academy No. 5 administers the California English Language Development Test (CELDT) to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student’s individual proficiency level and to assess student progress in acquiring English Proficiency according to State Board of Education ELD standards. To reclassify students, ACRMA5 administers CELDT testing as stated above. Students who are CELDT level 4 or higher and have scored at least a 3 in each of the four skill areas of the CELDT are reviewed for reclassification based on basic proficiency on state assessments, minimum grade of C for two consecutive semesters in ELA, or teacher recommendation. Annually the Alliance Data team provides each school with a list of students eligible for reclassification—beginning, early intermediate, intermediate, early advanced and advanced. As of fall 2013, California has not established assessment criteria to replace CST as part of reclassification. We will use student performance on interim assessments in ELA to monitor academic progress.

**Non-standard English Speakers**
Recognizing that many students at Alliance College-Ready Middle Academy No. 5 may not be Standard English speakers, many of the same guidelines and programs listed above are followed for them so as to ease their transition into Standard English. Students are identified by performance in classroom oral language assessments. The schools’ objectives are to have all students achieve proficient/advance performance in oral and written English Language Arts. ACRMA5 school leaders and teachers monitor each student’s performance in their Personal Learning Plan and individual student growth profiles. Specific strategies include modeling standard English; building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture; and recognition of the importance of standard English usage in the world of work and education.

### III. Students with Disabilities

**Federal Law Compliance - District Required Language**
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 - District Required Language**
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, ACRMA5 will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and ACRMA5 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELP”) Local Plan for Special Education.

**SELP Reorganization – District Required Language**
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.

ACRMA5 is currently part of the El Dorado County Charter SELPA. The school will be returning to the LAUSD SELPA effective July 1, 2015. Pursuant to Education Code section 56195.3(b), we have provided the requisite notice to El Dorado County SELPA, notifying them of our intent to elect an alternative SELPA effective July 1, 2015 (Appendix K). ACRMA5 will be submitting an application for LAUSD SELPA Option 3 but if it does not qualify under this option, it will elect another option within the LAUSD SELPA and will execute the applicable memorandum of understanding.

**Modified Consent Decree Requirements - District Required Language**

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)**
IV. Gifted and Talented Education

The special needs of identified gifted and talented students are addressed through differentiated classroom instruction.

Program Description
Alliance College-Ready Middle Academy No. 5’s GATE program provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers.

Our criteria extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Objectives
Differentiated curriculum based on the core curriculum is provided during the regular school day through part-time and cluster grouping. Other differentiated learning activities include extended day classes, Saturday seminars, independent study, acceleration, Advanced Placement (AP), honors, Spanish as a world language as distance learning program, and online college-level courses offered to high-school age youth such as Stanford University’s Education Program for Gifted Youth (EPGY).

Alliance College-Ready Middle Academy No. 5 staff development provides teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs to meet students’ needs and provides all parents with information regarding gifted and talented programs and services provided to students. The Alliance website provides links to websites on the Internet related to gifted education and parenting of gifted children.

Process for Identifying Students As Gifted and Talented
The identification process as stated below begins with a referral by the student’s teacher based on consistent demonstration advanced performance beyond what is expected for students earning an A on our 4 point grading rubric on student work and assessments in addition to criteria described below or parent (after consulting with the teacher). A Screening Committee gathers documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The Committee makes a preliminary recommendation for consideration on the eligibility of the student. The recommendation is forwarded to Total Education Solutions for Intellectual Ability testing, for High Achievement or Specific Ability designation. When a decision is made, the parent is notified, in writing, of the student's eligibility.
Categories under which a student may be identified as gifted include Intellectual Ability in which the student’s general intellectual development is markedly advanced in relation to their chronological peers. This category includes those students designated Highly Gifted who score 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as California Achievement Test. Another criterion considered is a GPA of 3.5 or above.

A student may be identified under the category of Specific Academic Ability. These students consistently function for three consecutive years at highly advanced levels in either Total Reading or Total Math on standardized tests such as California Achievement Test. Students in grades 9-12 may also be referred in either science or social science.

Gifted Education Plan
Alliance College-Ready Middle Academy No. 5 sets clear expectations for the school community and provides a quality, standards based gifted and talented program that demonstrates academic rigor. ACRMA5 provides a description of gifted and talented program to parents at Open House. Progress of gifted and talented students is monitored based on data in their personal learning plan and by disaggregated interim and state assessment data.

The gifted and talented program includes:
- Flexible grouping of students
- Honors programs
- Strategies for the increased enrollment of all sub-groups
- Differentiated instruction in the classroom in all areas of the core curriculum
- Parent involvement
- Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students to reflect a minimum 10% identification rate, to provide professional development for teachers in the instruction of Advanced Placement courses and gifted students, and to provide parent education on strategies to address the needs of gifted and talented students.

Acceleration
Acceleration is a strategy that adjusts the pace of instruction to the gifted student’s capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used. Additionally all the online digital program providers take students from where they are and move them forward. For example, CompassLearning has an additional section at the end of each section to dig deeper into the topic being studied with enrichment and acceleration. Furthermore, APEX provides a wide variety of online Advanced Placement classes.

Grouping Practices
Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore grouping placements are flexible for part time flexible periods of time or activities when there are few identified gifted students in school.
**Regular Classroom**

Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms, teachers:

- Create an environment that is responsive to learners
- Assess each learner’s knowledge, understanding, and interest
- Integrate the intellectual process including both cognitive and affective abilities
- Differentiate and individualize the curriculum to meet each learner’s needs
- Evaluate learning and teaching, reflecting on the information obtained to adapt the learning plan and improve the program

**V. Socioeconomically Disadvantaged Students**

Low-income students will be identified by eligibility for the federal free and reduced lunch program. An average of 96% of students at ACRMA5 have qualified for this program during the first charter term. The overwhelming majority of all students enrolled. Our school program is designed to meet their needs. We believe all students can learn at high levels regardless of economic status. Low income students are the rule, not the exception. Student support services vary based on student need. Needs are identified and progress is monitored based on disaggregated performance data. When we track performance data we disaggregate data by subgroup to insure that all subgroups are making progress and that appropriate interventions are provided. We do not believe that a student’s socio economic status should limit their capacity to learn at high levels. Low income students are among our highest performing students. Supports provided because they are low income include:

- After school support they do not have access to at home
- Fee waivers for college exams that they would not otherwise be able to pay for
- Roll models from industry partners and volunteers who are represent careers and college backgrounds they would not otherwise see or hear about at home
- College Match programs to connect students to universities that reach out with the goal of providing opportunities for low income students
- Support for the parents through parenting classes where poverty impacts home support
- Provide tutoring on the SAT that affluent students have paid for by their parents
- Provide college tours that affluent students have provided by their parents

The instructional model of the Alliance is designed to meet the educational needs of students of low socio-economic status, which vary as do those from all economic levels. The basic strategies for identifying and addressing the specific educational needs of students within this group are the same as those detailed throughout this section.

Attention is also given to ensure that each student receives nutritious meals and is assisted with accessing health care and other resources if needed. A uniform is provided at no cost for students. Parents and guardians are also supported through parent workshops held throughout the year.

**PERFORMANCE OUTCOMES**

**Academic Performance Index (API)**

The purpose of the API is to measure the academic performance and growth of schools. A school’s score or placement on the API is an indicator of the school’s performance level and growth as measured by how well the school is moving towards target goals. Since our inaugural year, we have seen an overall API growth of 97 points.

<table>
<thead>
<tr>
<th>Academic Performance Index</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance Index (API)</td>
<td>671</td>
<td>713</td>
<td>768</td>
<td>768</td>
</tr>
<tr>
<td>State Rank</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>TBD</td>
</tr>
<tr>
<td>Similar School Rank</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>TBD</td>
</tr>
</tbody>
</table>

*Source: CDE Data Quest*
ACRMA5 is outperforming the neighboring schools that the students would have otherwise attended.

<table>
<thead>
<tr>
<th>Area Middle Schools</th>
<th>API (2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliance College-Ready Middle Academy No. 5</td>
<td>768</td>
</tr>
<tr>
<td>Nightingale Middle School</td>
<td>756</td>
</tr>
<tr>
<td>El Sereno Middle School</td>
<td>732</td>
</tr>
<tr>
<td>Sal Castro Middle School</td>
<td>692</td>
</tr>
</tbody>
</table>

Source: CDE Data Quest

**California Standards Test (CST)**
The CST is one indicator that determines how well students are achieving in California's content standards in English, math, science and history. The state target is for all students to perform at the proficient or advanced level.

**California High School Exit Examination (CAHSEE) Preparation:**
ACRMA5 tracks student performance on Algebra Readiness and ELA in an effort to prepare our student for the CAHSEE exam in 10th grade.

Years 2010-2012 there were steady increased in percentages of students scoring Proficient and Advanced. The school also met AYP academic year 2011-2012.

**Summary Table**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>31%</td>
<td>36%</td>
<td>50%</td>
<td>48%</td>
</tr>
<tr>
<td>Math</td>
<td>30%</td>
<td>35%</td>
<td>48%</td>
<td>34%</td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Our current efforts include, but are not limited to:
- Monitoring student performance on CST math and English standards and providing intervention courses within both courses, intervention program, and during our afterschool tutoring and homework offerings.
• Placement in math courses that align with student levels in math, and aligning the intervention or advancement as students progress towards mastery.
• All students must take Honors English in 8th grade.
• Weekly monitoring of standards’ mastery and adjusting coursework and instruction accordingly
• Parent education that informs parents of the significance of middle school math standards in their child’s success on the CAHSEE.

Programmatic Changes Based on Recent Data Analysis:

This year’s Master Schedule is directly tied to four factors:
• BLAST Model
• Student performance data
• Offering elective courses to supplement instruction, advance instruction or provide extra-curricular opportunity
• Teacher request/interest to provide opportunities for students outside of the classroom

Sixth Grade:
Due to our BLAST Model, our students have always received a technology elective in 6th grade in order to teach:
• Typing Skills
• Basic computer skills
• On-line ethics and responsibility
• Use of Microsoft package (Word, PP)
• Emailing (creating, attaching documents)

Some 6th grade students are part of our Student Technology Leaders (STL) elective. The STL elective is funded by our i3 grant.

In 2012, the group started as a club, and as a result of school need, teacher request and to expand student leadership opportunities we incorporated the curriculum into our technology elective for a combination of 6th and 7th grade students. The students are elected through an application process and they must maintain passing grades in all classes in order to continue to participate in the course offering.

There is 1 class piloting a “Flipped Classroom” model in the 6th grade. The students for this course were elected via student interest via completion of an application or teacher recommendation, without regard for previous grades from elementary school or CST performance.

Seventh Grade:
Student performance on CSTs in 6th grade drove the 7th grade course offerings:
• Five 7th grade students tested Algebra ready on the MDTP and are currently taking Honors Algebra with an 8th grade cohort
• Students which tested proficient or advanced in the 6th grade CST in math are taking Honors pre-Algebra, other students are taking pre-Algebra
• Students who tested proficient or advanced in the 6th grade CST in ELA are taking Honors English, other students are taking English.
• Depending on scores on the CST, the student elective course is either in the area or English or math, to offer intervention

At any time, students can request a change in coursework as they track their improvement on standards or a teacher can request a change in student coursework as based on student data.

Eighth Grade:
Student performance on the MDTP and the CST informed decisions about course offerings for the 8th grade courses:
• There is 1 Honors Algebra group based on MDTP algebra readiness indicators and CST scores of Proficient and Advanced.
There is 1 Algebra group based on student interest and CST scores of Proficient and Advanced. These students either missed the MDTP Algebra readiness indicators by less than 5 points or expressed an interest in taking Algebra with the caveat of having their coursework changed due to lack of performance on standards in the class.

All students were placed in English Honors classes. The rationale for this decision is to prepare students for a successful transition to Common Core expectations, prepare students for the CAHSEE, increase student participation in high school AP courses and increase performance on writing assessments for college-readiness.

Advisory courses are also driven by student data as measured by teacher observation and student academic skills:
- 6th grade Advisory curriculum includes lesson in Executive Functions
- 7th grade Advisory curriculum includes lesson in character
- 8th grade Advisory curriculum includes more of a focus on college planning;
- 1 Advisory cohort includes students that were interested in applying for school leadership. This cohort includes students in grades 6th – 8th. These students were also responsible for applying to Leadership and have to maintain passing grades in all courses.
- All Advisory curriculum requires students to complete a Personalized Learning Plan (PLP). This PLP allows the student to gather assessment based data and monitor their progress towards standards mastery as well as make initial plans towards college entrance.

California English Language Development Test (CELDT)
Students speaking a home language other than English are annually administered the CELDT. Scores of Advanced or Early Advanced indicate English Learner students are fluent in English and ready for reclassification.

Summary:
- In 2009 our ELL population was 38 students, of which 37% scored Advanced or Early Advanced.
- In 2010 our ELL population rose to 56 students, of which 46% scored Advanced or Early Advanced.
- In 2011 our ELL population rose to 59 students, of which 49% scored Advanced or Early Advanced.
- In 2012 our ELL population rose to 70 students, of which 60% scored Advanced or Early Advanced.

In 2012, having seen such a small increase between our 2010 and our 2011 data, ACRMA5 implemented the SIOP Model, Sheltered Instruction Observation Protocol. This protocol was recommended by one of our veteran teachers as a result of her participation in professional development to support her efforts in teaching our second language learners. The Model domains were implemented into our current ALLI Domain 1 template for lesson planning and instruction, allowing our teachers the opportunity to successfully imbed SIOP into current practices. There was a noted increase in the percentage of students that scored Advanced or Early Advanced, by 11%. We continue to imbed SIOP strategies into our daily practice. The table below reflects our progress over the last four years.

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced (5)</strong></td>
<td>3%(1)</td>
<td>16%(9)</td>
<td>5%(3)</td>
<td>13%(9)</td>
</tr>
<tr>
<td><strong>Early Advanced (4)</strong></td>
<td>34%(13)</td>
<td>30%(17)</td>
<td>44%(26)</td>
<td>47%(33)</td>
</tr>
<tr>
<td><strong>Intermediate (3)</strong></td>
<td>47%(18)</td>
<td>43%(24)</td>
<td>46%(27)</td>
<td>24%(17)</td>
</tr>
<tr>
<td><strong>Early Intermediate (2)</strong></td>
<td>13%(5)</td>
<td>9%(5)</td>
<td>3%(2)</td>
<td>10%(7)</td>
</tr>
<tr>
<td>Beginning (I)</td>
<td>3%(1)</td>
<td>2%(1)</td>
<td>2%(1)</td>
<td>6%(4)</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>Total Adv./E.Adv.</td>
<td>37% (14)</td>
<td>46% (26)</td>
<td>49% (29)</td>
<td>60% (42)</td>
</tr>
<tr>
<td>Total Students</td>
<td>38</td>
<td>56</td>
<td>59</td>
<td>70</td>
</tr>
</tbody>
</table>

**Attendance**
Consistent attendance is important to maintaining the quality of the education that students receive and the quality of the school overall. ACRMA5 has consistently met and exceeded our attendance rate goal of 95%. Designated budgeted enrollment is also critical in ensuring that the school is able to maintain the budget necessary to adequately serve students.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Daily Attendance</td>
<td>97.7%</td>
<td>97%</td>
<td>97.1%</td>
<td>97.6%</td>
</tr>
<tr>
<td>Annual Budgeted Enrollment</td>
<td>91.6%</td>
<td>99.1%</td>
<td>97.3%</td>
<td>96.3%</td>
</tr>
</tbody>
</table>

**Parent Satisfaction**
Each year, parents participate in a survey designed to provide feedback on culture, instruction, achievement and other important aspects of the school. The principal and staff use this feedback to evolve the school in a way that will better meet the needs of students and families. ACRMA5 has maintained a high level of parent input and satisfaction.

<table>
<thead>
<tr>
<th>Parent Satisfaction</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Rate</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Overall Satisfaction Rate</td>
<td>89%</td>
<td>92%</td>
<td>95%</td>
<td>85%</td>
</tr>
</tbody>
</table>
**ELEMENT 2: MEASURABLE PUPIL OUTCOMES**

**ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM – District Required Language**


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.

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) – ANNUAL GOALS AND ACTIONS TO ACHIEVE ALIGNED TO EIGHT STATE PRIORITIES**

The ACRMA5 Local Control Accountability Plan (LCAP) includes the school’s annual goals in each of the eight CA identified priority areas representing key ingredients of our high–quality educational program.

Our LCAP includes a description of required data and how we will measure success in each of the eight areas and includes both annual school–wide goals and goals for each numerically significant student subgroup in our school (30 students minimum students by ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, and foster youth – 15 student minimum).

<table>
<thead>
<tr>
<th>State Priority - Eight Areas and Required Data</th>
<th>Annual Schoolwide and Subgroup Goals</th>
<th>Actions to Achieve Goals</th>
<th>Methods to Measure Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Student Achievement</strong></td>
<td>• Student performance schoolwide and for all subgroups will annually reflect increase of at least 10% students proficient/advanced and reduced by 10% of students below/far below on required CST and Smarter Balanced Assessments when implemented in 2015. • Alliance interim benchmark assessments on CC and CA standards as we transition will reflect ongoing improvement in 10% of students schoolwide and for all subgroups achieving proficient advanced performance • API scores will achieve state rank 8 or higher • 90% of students schoolwide and for all subgroups will complete courses with a grade of C or higher to culminate</td>
<td>• Implement in ongoing differentiated professional development focused on effective instructional practices aligned to CCSS, and ELD • Implement Instructional guides and interim benchmark assessments aligned to CA and/or CC standards as we transition • Track student course credits and completion of required courses each semester • Promote ELA support classes to support English Language Development in addition to differentiated instruction in core content courses</td>
<td>• Report, analyze, compare disaggregated interim and annual results to determine annual progress and progress overtime. • Review annual API state rank results when published by CDE. • Track and report EL student data on CELDT proficiency and include in annual dashboard • Compare school annual reclassification rate to LAUSD and CA rates</td>
</tr>
<tr>
<td><strong>Pupil achievement, as measured by all of the following, as applicable:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. <strong>CA Measurement of Academic Progress and Performance on statewide assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. <strong>The Academic Performance Index (API)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. <strong>EL reclassification rate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Priority - Eight Areas and Required Data</td>
<td>Annual Schoolwide and Subgroup Goals</td>
<td>Actions to Achieve Goals</td>
<td>Methods to Measure Progress</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>to high school in 3 years</td>
<td>100% of EL students will annually increase proficiency on CELDT skill areas</td>
<td>Track annual CELDT results and provide data for each teacher for EL students in their classrooms</td>
<td>and include in annual dashboard.</td>
</tr>
<tr>
<td></td>
<td>Annual reclassification rate will match or exceed LAUSD and CA rate</td>
<td>Provide professional development on ELD instructional strategies</td>
<td></td>
</tr>
<tr>
<td>2. Student Engagement</td>
<td>Annual average daily attendance rate schoolwide and for all subgroups will be 95% or higher</td>
<td>Track monthly student attendance rate</td>
<td>Compare disaggregated actual attendance to 95% target</td>
</tr>
<tr>
<td>Pupil engagement, as measured by all of the following, as applicable:</td>
<td>Chronic absenteeism will be less than 3% of students enrolled</td>
<td>Recognize perfect attendance and students who achieve 95% + Attendance rate</td>
<td>Compare disaggregated actual dropout rate to target</td>
</tr>
<tr>
<td>A. School attendance rates</td>
<td>Annual dropout rate for all students schoolwide and for all subgroups including all subgroups will be 0%</td>
<td>Call parents of students not in attendance daily before the end of the first period</td>
<td>Compare disaggregated records of students with chronic absenteeism to determine reduction</td>
</tr>
<tr>
<td>B. Chronic absenteeism rates</td>
<td></td>
<td>Establish school SARB committee to address students with chronic absenteeism.</td>
<td></td>
</tr>
<tr>
<td>C. Middle school dropout rates (EC §52052.1(a)(3))</td>
<td></td>
<td>Engage parents and students in tracking course completion</td>
<td></td>
</tr>
<tr>
<td>3. Other Student Outcomes</td>
<td>students schoolwide and for all subgroups demonstrating advanced/proficient performance on Alliance subject area benchmarks will increase 10% throughout the year</td>
<td>Establish clear expectations through instructional guides for content area interim benchmark assessments aligned to CALMAPP and CA standards as appropriate.</td>
<td></td>
</tr>
<tr>
<td>Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable</td>
<td>students schoolwide and for all subgroups achieving a passing grade of C or better for initial credit will increase 10% annually</td>
<td>Establish clear expectations for proficient student work through consistent rubrics for standards based grading</td>
<td></td>
</tr>
<tr>
<td>4. School Climate</td>
<td>0 student suspensions for willful defiance; % of student suspensions will be less than 3%</td>
<td>Promote positive student behavior to mitigate discipline problems before they occur through</td>
<td>Track, compare, report disaggregated student data on</td>
</tr>
<tr>
<td>School climate, as measured by all of the following, as applicable:</td>
<td>0% of student expulsions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Alliance College-Ready Middle Academy No. 5
Alliance College-Ready Public Schools
60
September 2013
<table>
<thead>
<tr>
<th>State Priority - Eight Areas and Required Data</th>
<th>Annual Schoolwide and Subgroup Goals</th>
<th>Actions to Achieve Goals</th>
<th>Methods to Measure Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pupil suspension rates</td>
<td>where discretionary</td>
<td>student recognition;</td>
<td>suspensions, expulsions, to</td>
</tr>
<tr>
<td>B. Pupil expulsion rates</td>
<td>80% of students, teachers, and</td>
<td>consistent classroom</td>
<td>determine if targets are</td>
</tr>
<tr>
<td>C. Other local measures, including surveys of</td>
<td>parents will have a school</td>
<td>behavior expectations</td>
<td>met.</td>
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<tr>
<td>pupils, parents, and teachers on the</td>
<td>satisfaction rate including school</td>
<td>schoolwide; actively</td>
<td>• Compare annual</td>
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<tr>
<td>sense of safety and school</td>
<td>safety and school climate at 4 or</td>
<td>engage students in</td>
<td>satisfaction survey results</td>
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<tr>
<td>connectedness</td>
<td>5 out of 5</td>
<td>effective teaching and</td>
<td>to determine if targets are</td>
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<td></td>
<td></td>
<td>learning.</td>
<td>met.</td>
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<td>• Provide students with</td>
<td>• Review meeting</td>
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<td>alternatives to suspension</td>
<td>agendas to confirm parent</td>
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<td>such as community service;</td>
<td>training and engagement in</td>
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<td>peer mediation; Phone</td>
<td>decision making</td>
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<td>call to parents and/or a</td>
<td>• Review agendas to</td>
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<td>parent conference; After</td>
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<td></td>
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<td>school or lunch detention;</td>
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<td>Co-curricular activity</td>
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<td>suspension (sports or</td>
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<td></td>
<td></td>
<td>clubs); Restitution</td>
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<td>(financial or social,</td>
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<td>such as a written apology);</td>
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<td>School-based or home-</td>
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<td>school contingency</td>
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<td>contract; Saturday school</td>
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<td></td>
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<td>• Prohibit suspensions</td>
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<td>for willful defiance</td>
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<td>• Adhere to legally</td>
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<td>mandated expulsion</td>
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<td>requirements</td>
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<td>• Engage parents, students,</td>
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<td>staff and community in</td>
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<td>maintaining campus</td>
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<td>cleanliness and safety.</td>
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<td>• Conduct annual</td>
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<td></td>
<td></td>
<td>parent, student, staff</td>
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<td></td>
<td></td>
<td>satisfaction surveys.</td>
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<tr>
<td>5. Parent Involvement</td>
<td>100% of School Town</td>
<td>Provide ongoing</td>
<td></td>
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<tr>
<td>Parental involvement, including efforts to</td>
<td>Hall Meetings, Coordinating Council</td>
<td>training for parents on</td>
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<td>seek parent input for making decisions, and</td>
<td>meetings, School Board meetings will reflect</td>
<td>advocating for their</td>
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<td>how the school will promote parent</td>
<td>parent input in decision-making.</td>
<td>children and the school.</td>
<td></td>
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<tr>
<td>participation</td>
<td>80% Parent surveys will reflect</td>
<td>Provide information in</td>
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<td></td>
<td>parent satisfaction with</td>
<td>school meetings to</td>
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<td></td>
<td>opportunities for</td>
<td>support parental informed</td>
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<td>input in decision-making</td>
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<td>• Review meeting agendas</td>
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<td>to confirm parent training</td>
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<td>and engagement in decision</td>
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<td>• Review agendas to</td>
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<tr>
<td><strong>input in decision-making</strong></td>
<td>100% Alliance parent university and parent communications will reflect promotion of parent participation in programs for students with special needs.</td>
<td><strong>Provide information for parents on disaggregated student performance data and differentiated instruction and support services</strong></td>
<td><strong>confirm information provided and parent participation in programs for students with special needs</strong></td>
</tr>
<tr>
<td><strong>6. Basic Services</strong></td>
<td><strong>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119), and school facilities are maintained in good repair (E.C. §17002(d))</strong></td>
<td><strong>100% of teachers will be assigned appropriately for course and students taught</strong></td>
<td><strong>Review staffing records to confirm appropriate credentials</strong></td>
</tr>
<tr>
<td><strong>100% of teachers will possess required credential certification including university interns</strong></td>
<td><strong>100% of teachers will possess required credential certification including university interns</strong></td>
<td><strong>No teachers will be permitted to begin work until credentials have been verified</strong></td>
<td><strong>Review student records to confirm access to iPads and access to sufficient instructional materials.</strong></td>
</tr>
<tr>
<td><strong>100% of students schoolwide and all subgroups will have access to online and/or hard copy Common Core and where appropriate CA standards aligned instructional materials and assessments with differentiation for students with special needs and English Learners.</strong></td>
<td><strong>100% of students schoolwide and all subgroups will have access to online and/or hard copy Common Core and where appropriate CA standards aligned instructional materials and assessments with differentiation for students with special needs and English Learners.</strong></td>
<td><strong>Provide iPad with Pearson ELA and Math Common Core Courses for all students beginning spring 2014.</strong></td>
<td><strong>Track and report action completed on scheduled maintenance and repairs.</strong></td>
</tr>
<tr>
<td><strong>School facility will be on schedule with planned preventive maintenance and repair. Students, staff, and parents will rate satisfaction with condition school facility a 4 or 5.</strong></td>
<td><strong>School facility will be on schedule with planned preventive maintenance and repair. Students, staff, and parents will rate satisfaction with condition school facility a 4 or 5.</strong></td>
<td><strong>Monitor sufficient access to instructional materials for all students</strong></td>
<td><strong>Maintain 2% reserve for regular maintenance and repair.</strong></td>
</tr>
<tr>
<td><strong>100% of any students schoolwide and all subgroups expelled with have a plan for coordination of instructional services as part of the expulsion plan</strong></td>
<td><strong>100% of any students schoolwide and all subgroups expelled with have a plan for coordination of instructional services as part of the expulsion plan</strong></td>
<td><strong>Coordinate school maintenance and repairs with Alliance home office facilities maintenance</strong></td>
<td><strong>Contact receiving institution to provide instructional profile for any student expelled. Send student work home during the expulsion process.</strong></td>
</tr>
<tr>
<td><strong>100% of foster youth will be identified and special services needed will be coordinated with case workers</strong></td>
<td><strong>100% of foster youth will be identified and special services needed will be coordinated with case workers</strong></td>
<td><strong>Monitor scheduled maintenance and repairs to insure completion in a timely manner.</strong></td>
<td><strong>Identify and track foster youth in PowerSchool</strong></td>
</tr>
<tr>
<td><strong>Identify and track foster youth in PowerSchool</strong></td>
<td><strong>Identify and track foster youth in PowerSchool</strong></td>
<td><strong>Maintain 2% reserve for regular maintenance and repair.</strong></td>
<td><strong>Contact receiving institution to provide instructional profile for any student expelled. Send student work home during the expulsion process.</strong></td>
</tr>
<tr>
<td>State Priority - Eight Areas and Required Data</td>
<td>Annual Schoolwide and Subgroup Goals</td>
<td>Actions to Achieve Goals</td>
<td>Methods to Measure Progress</td>
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<td>-----------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Establish communication with Foster Care case worker to identify any needed services.</td>
<td>• Compare and report annual disaggregated data from PLPs on student course assignments to determine targets met.</td>
</tr>
<tr>
<td>7. Course Access</td>
<td>• 100% of middle and high school courses including advanced placement courses offered will be reviewed and approved in the Alliance Annual Course Catalogue.</td>
<td>• Complete Alliance personal learning plan (PLP) profile for each student to monitor course completion.</td>
<td>• Analyze master schedules to confirm that students are enrolled in appropriate courses.</td>
</tr>
<tr>
<td>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth: E.C. §42238.02) and students with exceptional needs.</td>
<td>• 100% of all students schoolwide and all subgroups will be informed of their progress each semester and will be informed of classes they need to take and can choose to take in the Alliance student credit check Personal Learning Plan (PLP)</td>
<td>• Inform parents and students schoolwide and each subgroup each semester of the status of students on track to graduate with course credits earned, courses need to be on track to graduate and courses they can choose to take including electives.</td>
<td></td>
</tr>
<tr>
<td>• “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>• Master schedules will reflect that students schoolwide and all subgroups with special needs access to and are enrolled in appropriate support courses to meet their needs.</td>
<td>• Conduct annual baseline and end of year lexile level assessment.</td>
<td>• Analysis of data on interim assessments</td>
</tr>
<tr>
<td></td>
<td>• Complete Alliance transition to Common Core professional development, instructional shifts and interim assessments</td>
<td>• Engage Alliance Common Core Transition content directors and coaches in supporting classroom teachers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 100% of students schoolwide and each subgroup will participate in Common Core Instruction, interim assessment and SBAC assessments in English and Math beginning in 2014-15.</td>
<td>Conduct annual baseline and end of year lexile level assessment.</td>
<td></td>
</tr>
<tr>
<td>8. Implementation of Common Core</td>
<td>• 100% of students schoolwide and each subgroup will be provided an iPad loaded with Pearson Common Core ELA and Math Courses that include interventions for EL students and students with special needs.</td>
<td>Analysis of data on interim assessments</td>
<td></td>
</tr>
<tr>
<td>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</td>
<td>• 100% of students schoolwide and each subgroup will be provided an iPad loaded with Pearson Common Core ELA and Math Courses that include interventions for EL students and students with special needs.</td>
<td>Track student records of iPad distribution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue participation in Alliance transition to common core professional development, instructional shifts and interim assessments</td>
<td>Annual analysis of lexile level growth reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analysis of data on interim assessments</td>
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<td></td>
</tr>
</tbody>
</table>

Alliance College-Ready Middle Academy No. 5
Alliance College-Ready Public Schools

September 2013

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### Outcome Goals – Skills, Knowledge, and Attitudes

Alliance College-Ready Middle Academy No. 5 is a high performance school that delivers a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to be prepared for high school.

Our measure for success for students is that:

- 100% of our students will culminate from middle school demonstrating significant progress towards proficient to advanced performance in core content areas
- 100% of students who are continuously enrolled at ACRMA5 from grades six through eight will be prepared for success in high school
- ACRMA5 will meet Adequate Yearly Progress goals as required by No Child Left Behind.
- Students who are English Learners will annually increase proficient to advanced levels of fluency in English Language Development as measured by CELDT by at least one level and all students will achieve level 4 proficiency within three years.
- Students will annually increase proficient/advanced levels by at least 5% in math and science content/common core standards, demonstrating understanding of the use of math and science to become aware of how the universe works.
- Students will annually increase proficient to advanced performance in History/Social Science in understanding of chronological and spatial thinking, research evidence, point of view, and historical interpretation.
- ACRMA5 assures that schools will abide by state performance targets whatever they may be.

Alliance College-Ready Middle Academy No. 5 will accomplish its educational mission through clear expectations, English language development, and an intensive focus on English language arts, science, math, and history/social sciences, as well as a service-learning component.

In order to best serve our students and community, Alliance College-Ready Middle Academy No. 5 will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes.

Understanding that Alliance College-Ready Middle Academy No. 5 is responsible for following the California State Content/Common Core Standards for students in grades 6-8, specific emphasis is placed on those standards, which ultimately prepare students for entry into and success in high school and college.

These include all or part of the following:

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Schoolwide and Subgroup Goals</th>
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</thead>
<tbody>
<tr>
<td><strong>Grades 6-8</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English/Language Arts Standards</strong></td>
<td>All students, including all subgroups, will increase proficiency in reading with comprehension, writing with clarity, speaking with meaning, and possess familiarity with literary works. Students will develop appreciation for and enjoyment in reading</td>
</tr>
</tbody>
</table>
Curricular Focus
Grades 6-8 | Schoolwide and Subgroup Goals
--- | ---
 | literature for pleasure
English Language Development | ELL Students will improve English language proficiency as measured by CELDT assessment.
Mathematics Standards | All students, including all subgroups, will increase proficiency in understanding the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.
Science Standards | All students, including all subgroups, will increase proficiency in investigation and experimentation, and understanding of the principles of earth, life and physical science.
History/Social Science Standards | All students, including all subgroups, will increase proficiency in intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, research evidence, and point of view.
Community Service | All students, including all subgroups, will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts.
Health/Physical Education | All students, including all subgroups, will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits.

*Assessment methods and frequency for each grade level in all curricular areas listed above can be found in Element 3. Instructional guide maps for grades 6-8 are included as Appendix N.

No Child Left Behind
As required by No Child Left Behind, Alliance College-Ready Middle Academy No. 5 works with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Alliance College-Ready Middle Academy No. 5 is committed to reducing the education gap for all students. Alliance College-Ready Middle Academy No. 5 implements all provisions of No Child Left Behind that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress, providing extended learning for students falling behind who need extra help, teacher quality, and participating in all required assessments.

Mission and Enabling Metrics for Accountability
Weighted metrics for ACRMA5, all Alliance schools, and the Alliance home office are linked to performance compensation incentives and consequences to measure progress are outlined in Element 5.

Program Improvement (PI)
According to the Federal Guidelines for NCLB Program Improvement School Requirements, any school that has not made AYP for 2 consecutive years will be in Program Improvement Year 1. ACRMA5 has not entered Program Improvement.

ACRMA5 follows the guidelines set forth by NCLB Program improvement. “Although a direct-funded charter school is considered to be its own LEA, the school will be subject to the PI provisions that apply to schools and not LEAs.” ACRMA5 assumes the responsibilities that a charter school must assume when a charter school is identified as PI including the following:

- Promptly inform parents of each child enrolled in the school of the school’s PI status, the reason for the PI identification, what the school is doing to improve student achievement, and how parents can be involved in addressing the academic issues that led to the identification. The notification will include the school choice option of returning to the home public school. A sample parent notification letter for Year 1 PI charter schools is available on the CDE Web site.
- Ensure that the school is receiving technical assistance to revise its school plan. The plan must be revised within three months of PI identification and cover a two-year period.
- Review the revised school plan through a peer review process and approve the school plan.
- Take corrective actions in Year 3 and appropriate restructuring modifications in Year 4.
- Ensure that the school complies with the professional development requirements. PI schools must set-aside 10% of their Title I allocation for professional development for teachers and other school staff.

As the charter management organization, Alliance College-Ready Public Schools is responsible in general for holding charter schools accountable to the Title I, Part A, parent involvement provisions, and the highly qualified requirements for teachers and paraprofessionals.

**STANDARDIZED TESTING - District Required Language**

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 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.

**Assessment Tools to Measure Student Outcomes** Using the Common Core and CA Standards where applicable, Alliance College-Ready Middle Academy No. 5 has clearly defined what students should know in each core subject at each grade/course level. We will monitor the progress of all subgroups against target goals by disaggregating data for all assessments and grades through Schoolzilla and PowerSchool our student information systems. These measurable student outcomes are based on the content of the curriculum and serve as the basis to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability.

Students are able to demonstrate proficiency when measured against multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress.

TestWhiz will be used as our Common Core Interim Assessment Benchmark Item Bank; Pearson Common Core Online Assessments will be used to inform ongoing classroom practice and common core standards based quarterly report cards. When Smarter Balanced interim assessments become available we use as formative assessments to inform practice. Student performance on Common Core units in English and Math as assessed by classroom teachers will analyzed and shared across Alliance schools. As other reliable CCSS assessments become available we will consider adding to our assessment tools.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Frequency and Grade Level*</th>
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<tbody>
<tr>
<td>State Mandated Standardized Tests (CELDT)</td>
<td>Annually, Spring</td>
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<tr>
<td>Academic Performance Index</td>
<td>Annual as it may be amended by the State Superintendent of Instruction based on AB 484</td>
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<tr>
<td>Smarter Balanced Interim Assessments</td>
<td>Every 6 weeks</td>
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<tr>
<td>Pearson Common Core Unit Assessments</td>
<td>At the end of each unit every 3 to 4 weeks</td>
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<tr>
<td>Interim Schoolwide Benchmark Assessments (Data Director and TestWhiz CCSS Interim Assessment)</td>
<td>Quarterly (every 6-8 weeks)</td>
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<tr>
<td>Analysis of Student Projects</td>
<td>Quarterly (every 10 weeks)</td>
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<tr>
<td>Student Progress Reports</td>
<td>Quarterly (every 10 weeks)</td>
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<tr>
<td>Student Diagnostic Survey</td>
<td>After registration and enrollment in school</td>
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<tr>
<td>Ongoing Classroom Teacher Assessments</td>
<td>Daily, Weekly, Final Exams in 9th Wk ea Qtr</td>
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</tbody>
</table>
Alliance College-Ready Middle Academy No. 5 meets all statewide standards and conducts pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. The assessment structure includes, in addition to other standards-based and performance-based assessment tools such as the SAT standardized tests, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance College-Ready Middle Academy No. 5 tests independently of LAUSD.

Alliance College-Ready Middle Academy No. 5 conducts assessments and standardized testing of students with disabilities using state and District guidelines for modifications and adaptations.

**Ongoing Interim Assessment** (Appendix O)

On-going assessment and evaluation of educational outcomes are vital in determining if the educational purposes are attained. The first step in the assessment process is the collection of data and information.

The student achievement data routinely gathered and analyzed includes:

- Results from regularly scheduled assessments given in core academic subjects (at 5 weeks and 10 weeks and at 20 weeks for final semester grades)
- In classroom departmental placement and final exams (prior to issuing 10 and 20 week reports)

Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Data informs our decisions regarding the need to continue, modify, improve, to add or to discontinue instructional strategies.

**Analysis of Student Work**

Under the leadership of the principal, teachers regularly use a wide range of assessment information to modify curriculum and instruction and to improve student achievement. Teachers, in collaboration with the Alliance, developed and implement an efficient, student performance data gathering and reporting system to benchmark student performance using multiple measures of assessment and data gathering.

**Data Gathering** - As data is gathered, the faculty and the Alliance begin the task of analysis to measure progress towards the school’s selected objectives. Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

<table>
<thead>
<tr>
<th>Data to Be Gathered By</th>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing the lessons teachers are delivering and the nature of student participation in classroom</td>
<td>To measure effectiveness of instruction. Data is used to inform professional development needs.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Classroom curriculum and instruction walk-throughs</td>
<td>To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Interviewing students about their courses of study</td>
<td>Connect with individual students on their progress towards meeting graduation and college requirements, to develop student awareness of their progress and to assist them with maintaining their portfolio.</td>
<td>Ongoing in advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.</td>
</tr>
<tr>
<td>Conducting student case studies</td>
<td>To learn how individual students and their Selected students</td>
<td></td>
</tr>
</tbody>
</table>
families are affected by our instructional program and to learn about how they feel their needs are being met. reflecting low and high achievement.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shadowing/accompanying students during their school day</td>
<td>To experience a school day from the perspective of individual students and to insure that our school maintains a student centered focus.</td>
<td>Ongoing, at least once every 5 weeks.</td>
</tr>
<tr>
<td>Using rubrics and benchmarks to calibrate teacher assessments of student work projects</td>
<td>To insure consistency of high expectations in determining criteria for proficient student work.</td>
<td>Ongoing as part of weekly professional development</td>
</tr>
<tr>
<td>Using electronic pupil portfolios as part of data collection</td>
<td>To measure student progress towards meeting graduation and college-entrance requirements.</td>
<td>Annual</td>
</tr>
<tr>
<td>Analyzing the results of parent and student surveys</td>
<td>To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.</td>
<td>Annual, Spring</td>
</tr>
</tbody>
</table>

**Student Placement –** Upon enrollment, all students are given a series of diagnostic survey assessments. These indicate needs to be met as part of the student’s Personal Learning Plan and the student’s English Language status. Results of initial diagnostic testing for entering students determine student placement in math and determine students’ need for intervention electives and tutoring in math and English language arts. Objective written tests, teacher recommendation and student participation in student-led self review conferences are used to evaluate student progress and their need for more individualized help to reach the required proficiency in grade level standards. All students have access to the grade level core curriculum. Students at risk participate in an extended learning program to provide more time for learning and to accelerate their progress. All students are eligible to take all classes. Students who show a continued lack of progress are served as detailed under *No Child Left Behind* and/or the Special Education section depending on individual student needs.

**Student Progress Reports**
ACRMA5 issues student progress reports every 10 weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final exams are used to determine student performance. Student course grades to meet graduation requirements including A-G are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our PowerSchool data system. Parents of students performing below/far below proficient performance are required to participate in a scheduled parent conference to discuss the parents’ and the teachers’ plan to improve their child’s performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

**Promotion and Retention of Students**
Alliance College-Ready Middle Academy No. 5 does not endorse social promotion. Alliance College-Ready Middle Academy No. 5 is committed to helping students achieve the necessary skills to progress from grade to grade yearly. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

Alliance College-Ready Middle Academy No. 5 has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures include the student progress report,
degree of proficiency and teacher recommendations. Students whose average rubric score classification is “not proficient” on the final student progress report for the academic year are eligible for retention.

The principal and/or teaching staff prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student’s parents, teachers, and principal.

Student’s identified for retention must participate in a remediation program (i.e. after-school, tutoring, and summer school). The student’s academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

**Academic Performance Index (API)**
One of the major indicators of the success of the educational program at Alliance College-Ready Middle Academy No. 5 is the API. The purpose of the API is to measure the academic performance and growth of schools. A school’s score or placement on the API is an indicator of the school’s performance level and growth as measured by how well the school is moving towards target goals. The API may be amended by the State Superintendent of Public Instruction based on AB484.

The most recent API is 768, higher than the most recent scores available for neighboring schools.

Alliance College-Ready Middle Academy No. 5 will meet the following API growth targets:
- Our schoolwide and subgroup API growth score will meet or exceed the growth target of 5% improvement towards a score of 800 as established by the CA Department of Education based on our most recent API base score.
- Our schoolwide and subgroup growth score will improve by at least 5 points annually until we reach or exceed a score of 800.
- The standardized testing participation rate will be at least 95%.

**Factors That Influence Academic Achievement**
Alliance College-Ready Middle Academy No. 5 carefully monitors both the process and outcome of its program in three areas that influence academic achievement and growth: student conduct, parent involvement, and professional development.

<table>
<thead>
<tr>
<th>Factors that Influence Achievement</th>
<th>Measurable Expected Outcomes</th>
<th>Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conduct</td>
<td>• Average daily attendance rate of at least 95%&lt;br&gt;• Tardies continually decrease to not more than 5 per student each year&lt;br&gt;• Suspensions decrease to not more than 3% of students per year&lt;br&gt;• Expulsions continue to be 0 unless mandatory every year</td>
<td>Teacher and school records</td>
</tr>
<tr>
<td>Student Health</td>
<td>• 80% demonstrate healthy physical performance</td>
<td>Attendance rate Annual Physical Performance Assessment – Fitness Gram EdCode 60800</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>• 90% will attend ongoing parent-teacher conferences&lt;br&gt;• 75% will participate in the Parent/Community Town Hall Meetings&lt;br&gt;• 80% parent attendance at special programs, festivals and forums</td>
<td>School records Sign-in sheets</td>
</tr>
</tbody>
</table>
| Professional Development | 100% participation in annual two-week program held prior to opening of school each year and at ongoing professional development programs during the year. | School records  
Sign-in sheets |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Teacher Performance      | 50% of teachers will be rated overall highly effective or master teachers reflecting effectiveness in  
Knowledge of curriculum  
Competence in pedagogy  
Professional Attitude  
Effective teaching strategies.  
Effectiveness is measured annually by 40% classroom observations; 40% student achievement growth percentile; 10% student perception surveys; 10% parent satisfaction. | Student Achievement Growth Percentile school wide: ELA and Math  
Annual Observer Evaluations of Effectiveness – Overall ratings  
Annual Parent Satisfaction Surveys  
Annual individual teacher student perception surveys |
| Technology Literacy      | 80% of students demonstrate ability to responsibly, creatively and effectively use appropriate technology to:  
Communicate.  
Access, collect, manage, integrate and evaluate information.  
Solve problems and create solutions  
Build and share knowledge.  
Improve and enhance learning in all subject areas and experiences | Analysis of student work projects aligned to technology use performance rubric  
Teacher observation  
Student Self Assessment Rubric |
| Technology Fluency       | 80% of students demonstrate ability to:  
Apply technology to real-world experiences.  
Adapt to changing technologies.  
Modify current and create new technologies.  
Personalize technology to meet personal needs, interests and learning style. | Analysis of student work projects aligned to technology use performance rubric  
Teacher observation  
Student Self Assessment Rubric |
| Financial Solvency       | No deficit in the operation budget. | Annual Audit  
Forecast/Budgets |

**Longitudinal Analysis of Progress**

Results from the academic assessments, data collection records, evaluations, stakeholder surveys and interviews are collected, analyzed, reported, published, and distributed to the school community, interested members of the community at large and the Alliance as part of an annual progress and program audit. The annual audit is used to determine student progress overtime and the quality of programs of Alliance College-Ready Middle Academy No. 5.
ELEMENT 4: GOVERNANCE

GENERAL PROVISIONS – District Required Language

As an independent charter school, ACRMA5, 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.

ACRMA5 shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of ACRMA5’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).

Legal and Policy Compliance – District Required Language

ACRMA5 shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

Responding to Inquiries - District Required Language

ACRMA5, 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. ACRMA5, 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 - District Required Language

ACRMA5 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 ACRMA5. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

Transfer of student records - District Required Language

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.
Title IX, Section 504, and Uniform Complaint Procedures - District Required Language

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 ACRMA5 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).

Public Operating Principles

Alliance College-Ready Middle Academy No. 5 (“ACRMA5”) is incorporated as a nonprofit corporation and is the corporate entity operating the Charter School. ACRMA5 constitutes one of several nonprofit corporations associated with Alliance College-Ready Public Schools (“Alliance”), a charter management organization. Alliance is responsible for the fundraising and the oversight of the Charter Schools associated with it, which includes but is not limited to ACRMA5. Alliance, to achieve economies of scale, also provides back-office support to ACRMA5. See discussion under “Business and Operations Assistance” below.

Alliance

Alliance, itself a non-profit corporation, is submitting this renewal petition on behalf of ACRMA5. Alliance has assembled an impressive leadership team that has a clear vision and experience in launching and managing new schools, as well as critical operational and financial expertise. Judy Burton is the President/CEO of Alliance. As a former Local District Superintendent in LAUSD, she has demonstrated successful leadership capacity in working with schools and has earned the trust and credibility of the education community. As one can see below, the Alliance Board of Directors includes some of the most knowledgeable and influential community leaders in Los Angeles, including a former Mayor of Los Angeles, successful business, education, and community leaders, and the former president of Occidental College.

Board of Directors, Alliance

Alliance’s goal is to provide a consistent comprehensive 6-8 and 9-12 charter public school educational program throughout its system. The Alliance Board has a maximum of 30 members. The Alliance Board members serve 3-year renewable terms. Alliance Board members may be nominated by any member of the Alliance Board and will be elected by a simple majority of current board members.
Current Alliance Board members are:

- **Tony Ressler (Chair):** Partner and co-founder of Ares Mgmt. LLC. Co-founder Apollo Mgmt. Founding member of the Board of Painted Turtle, a camp serving children with life threatening illnesses. Board member of the Center for Early Education and former executive committee member of LEARN.

- **Alan Arkatov:** CEO of the Teaching Channel and former President of eEducation Group.

- **Frank E. Baxter (Co-Chairman):** Chairman Emeritus of the global investment bank Jefferies and Company Inc. He returns to the Alliance Board, which he chaired, after serving as ambassador to Uruguay from November 2006 to January 2009.

- **Judy Burton:** President and CEO of Alliance.

- **David S. Cunningham, III:** Los Angeles Superior Court judge. Prior to assuming the position as a Superior Court judge, Mr. Cunningham was a principal in the firm of Meyers Nave Riback Silver & Wilson.

- **Joe Drake:** Co-founder and president of Good Universe, and independent full-service motion picture financing, production and global sales company. He is the former president and CEO of Lionsgate.

- **Luis de la Fuente:** Associate Director for New Business Development at the Broad Foundation and former associate at McKinsey & Company in Florham Park, N.J.

- **David I. Fisher:** Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company. Trustee Emeritus of the J. Paul Getty Trust and trustee of many Boards including Harvard-Westlake School and the UCLA School of Public Policy.

- **Stewart Kwoh:** President and Executive Director, Asian Pacific American Legal Center.

- **Harry Levitt:** Managing Director of MullinTBG. Partner and business developer in a national executive benefits consulting firm with offices in Los Angeles, Chicago and New York.

- **Meyer Luskin:** C.E.O. and chair of Scope Industries, formerly a public company. The Company recycles waste food into an animal feed ingredient.

- **Richard Merkin, M.D.:** CEO and founder of Heritage Provider Network. Pioneered the development of medical networks responsive to the changing health care marketplace throughout California.

- **Neal Millard:** Partner, Los Angeles Office, Musick, Peeler & Garrett LLP. Practices in the area of finance and in the area of education. Adjunct professor of law at the University of Southern California Law School.

- **Gayle Miller (Secretary):** Co-Founder of the Go AlongSide Foundation that provides a values-based curriculum to inner-city schools. Retired President of Anne Klein II.

- **Theodore R. Mitchell:** President/CEO, NewSchools Venture Fund. Former President of Occidental College. Former Dean of UCLA Graduate School of Education. Former Senior Advisor to Mayor Riordan.

- **Dale Okuno:** Creator and CEO E-Z Data, Inc.

- **William Ouchi:** Saford and Betty Sigoloff Professor in Corporate Renewal, UCLA. Former Chief of Staff to Mayor Riordan. Former Chair of LEARN Board of Directors.

- **Richard Riordan:** Former Mayor of Los Angeles. Founder of the Riordan Foundation that provides computers and books to increase literacy in elementary schools.

- **Virgil Roberts:** Managing Partner of the law firm of Bobbitt & Roberts. Former Chair of LAAMP and the California Community Foundation Boards of Directors.

- **Darline Robles, PhD.:** Professor Rossier School of Education, University of Southern California and Former Superintendent of LACOE.

- **Araceli Ruano:** Attorney and community leader dedicated to education, arts and environmental issues. Senior vice president and director of the California office of the Center for American Progress.

- **Fred Simmons:** Private Investment Manager for Freeman Spogli & Co., a private equity firm dedicated exclusively to investing with management in retail, direct marketing and distribution companies.

- **Eva Stern:** Clinical social worker and educator with a broad based perspective of educational reform that emphasizes the need for engaging students, teachers, and the community.
• **Ronald Sugar**: Chairman Emeritus of Northrop Grumman Corporation.
• **Marie Washington**: Senior financial leader at corporations and nonprofits including JP Morgan, Pacific Telesis, KIPP Foundation and Stuart Foundation during her 30 year career. On the board of Engender Health and The California Community Foundation.
• **Harold Williams**: President Emeritus and former CEO of the J. Paul Getty Trust. Former Chair of the S.E.C. Former Dean of UCLA School of Management.
• **C. Frederick Wehba**: Chairman of BentleyForbes and standing member of the firm’s Executive Committee.

**ACRMA5**
ACRMA5 has been incorporated as a non-profit public benefit corporation and, as such, is a part of the Alliance group. Alliance is the sole member of ACRMA5. The Alliance Board appoints five of the members of the ACRMA5 Board of Directors. The affairs of ACRMA5 are managed and its powers are exercised under the jurisdiction of the ACRMA5 Board of Directors. ACRMA5 operates under the charter authorization of Los Angeles Unified School District. ACRMA5 abides by the current published, communicated and defined LAUSD policy for charter schools. ACRMA5 is and will be solely responsible for the debts and obligations of the Charter School.

**ACRMA5 Board of Directors**
The nine voting directors of the ACRMA5 Board of Directors include five members of the Alliance Board (Judy Burton, Alliance President/CEO; Gayle Miller; Dale Okuno; Darline Robles; and Marie Washington), two teachers, and two parents. Appointment of the teachers and parents are made by members of the board after considering recommendations of the principal. LAUSD reserves the right to appoint a single representative to serve on the Board. The Board meets quarterly, operating in accordance with the Brown Act, its Articles of Incorporation and its Bylaws.

The ACRMA5 Board of Directors, the school administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of the Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like.

The ACRMA5 Board of Directors is responsible for providing fiscal accountability by approving and monitoring the budget. The ACRMA5 Board of Directors helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and overseeing that Charter School resources are managed effectively. This goal is being accomplished primarily through hiring, training, supporting, reviewing the performance of, and if necessary, dismissing the administrative staff.

Alliance President/CEO is recused under Government Code 1090 and the Political Reform Act from discussion and voting on decisions related to contracts, financial dealings, and transactions between ACRMA5 and related entities.

The teachers who serve on the ACRMA5 Board of Directors are required to annually sign a statement and are required to recuse themselves from any discussion or voting that has any impact on their compensation or benefits (Appendix C).

All management powers not specifically designated to the ACRMA5 Board are delegated to the principal, who answers directly to the ACRMA5 Board. The LAUSD representative has the opportunity to facilitate communications and mutual understanding between ACRMA5 and LAUSD. As the entity with ultimate oversight responsibility, LAUSD is provided with an annual programmatic and fiscal audit. The programmatic audit includes a summary of major decisions and policies established by the ACRMA5 Board of Directors during the year. The annual audit abides by current audit guidelines established by the State of California for K-12 public schools.
ACRMA5 has provided the LAUSD Charter Office with a copy of the articles of incorporation, bylaws and names of board members of ACRMA5. Any changes made to these documents that materially alter the charter must first be approved through the District’s charter amendment process in order to be effective.

ACRMA5 complies with the Brown Act. It posts its Board of Directors schedule of quarterly meetings; it posts notices and agendas of regular meetings at least 72 hours in advance; and it records actions of the Board. Postings occur by email and in a visible location in the Charter School office. ACRMA5 maintains for its Board a record book of meeting agendas and minutes. Agendas and minutes are provided in English and Spanish. For easier access, ACRMA5 posts the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board meets at least quarterly to conduct business plus special meetings, see pages 3-4 of Bylaws. All meetings of the ACRMA5 Board of Directors are open to the public, excluding closed sessions as permitted by the Brown Act.

Grievance Procedure for Parents and Students
ACRMA5 will implement the following:
1. Designate one certificated person to coordinate compliance with federal laws, specifically, Title IX and Section 504.
2. Adopt and publicize its internal grievance procedures and
3. Notify parents, students, and employees of its nondiscrimination policy.

ACRMA5 will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

ACRMA5 will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

School Coordinating Council (Advisory)
ACRMA5 has a School Coordinating Council of 10 to 20 members consisting of the principal, parent representatives, teachers, classified staff, the student body president, and local community members. The School Coordinating Council meets monthly to provide suggestions and recommendations, advising the principal on day-to-day operations and issues including, but not limited to budgeting, curriculum, school policies, school/community participation, and the general direction of the Charter School. The coordinating council meets at the school’s site. If requested by the principal and if the subjects to be discussed warrant it, members of the ACRMA5 Board attend Student Advisory Council meetings.

Parent/Community Town Hall Meetings
Approximately once a month, ACRMA5 holds meetings in a Town Hall Meeting format that all parents, community and staff members are welcome to attend along with the ACRMA5 Board. Topics for discussion or presentation include schoolwide topics of interest related to achieving the goals of the Charter School and its students. Meetings are generally attended by the principal and administrative staff of ACRMA5 and members of the ACRMA5 Board of Directors.

Business and Operations Assistance
Alliance provides for ACRMA5 certain back-office services including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. Alliance also provides oversight and monitors adherence by the ACRMA5 Board of Directors to the charter process and any applicable law. The Los Angeles County Office of Education (LACOE) receives and forwards public funds for ACRMA5 directly to school’s operating account. Alliance maintains separate financial records for ACRMA5 and assures that all accounting complies with generally accepted accounting principles.
**Parent Engagement**

Parents have a right to choose to send their children to excellent high performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. ACRMA5 understands the importance of active parent involvement in the education of their children.

Parents of ACRMA5 students are meaningfully and actively engaged in their children’s education. Parents are responsible and accountable for supporting their children’s learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering. At ACRMA5, it is anticipated that:

- Parents are actively engaged as members of the ongoing School Coordinating Council.
- Parents of participating Title 1 students participate in an Annual ACRMA5 Title 1 meeting. ACRMA5 applied for and obtained the status Schoolwide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children’s education.
- After the enrollment of a student, each parent and each student meet with the principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child’s individual learning plan towards college readiness.
- Parents are encouraged to participate in a minimum of four Parent Education Academies each year.
- Each parent, their child and school leadership participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of ACRMA5.
- Each parent, the student and their teacher advisor participate in developing a Personal Student Learning Plan, based on an initial assessment, student interests and needs. Parents are encouraged to accept responsibility and accountability for committing to volunteering time to support the school and to participate as parent mentors.
- ACRMA5 seeks to establish partnerships with effective parent engagement leaders such as Families-in-Schools which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings are arranged with individual classroom teachers, with the student’s instructional team and with the student’s advisor. These meetings are held on a regular basis.
- Individual parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- Parents are encouraged to participate in an active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.

The Charter School makes every effort to fully inform parents as to the curriculum offered and their child’s progress. In addition to representation on the School Coordinating Council, ACRMA5 Parent/Community Town Hall Meetings are held to address school related issues, including, but not limited to, parent/teacher/student relations. A failure of a parent to meet volunteer hours or to participate in the Charter School’s programs has no effect on a student’s enrollment, grades, credits or ability to graduate.

**Community Engagement**

ACRMA5 also understands that if the Charter School is to be effective, it must be part of the community. To that end, Alliance employs a Director of Parent/Community Engagement who reports to the Alliance Chief Academic Officer. The Director of Parent/Community Engagement provides services to the ACRMA5 principal to support him or her in representing the interests of the community.

- The Alliance Director of Parent/Community Engagement and the principal of ACRMA5 involve the community in the Charter School. Students are encouraged and required to perform community service. Students develop community service projects as part of advisory. Community service prepares students to be positive contributing members of society. Students develop proposals to serve the school community that are reviewed and approved by the advisory teacher based the
students ability to identify extracurricular activities and describe how these activities could enhance their own lives and benefit their school environment.

- Members of the community at large are solicited to serve in the Charter School in various functions. A mentoring program is part of the program, with these community members serving as the mentors.
- Community resources, such as parks, libraries, athletic and classroom facilities are part of the Charter School. ACRMA5 believes that by using community facilities, it becomes an integral member of the community in which it is located.

**Organization Chart**
ELEMENT 5: EMPLOYEE QUALIFICATIONS

EQUAL EMPLOYMENT OPPORTUNITY – District Required Language

ACRMA5 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 – District Required Language

ACRMA5 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.

Alliance College-Ready Middle Academy No. 5 adheres to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All employees must furnish or be able to provide:

- Verification of tuberculosis (TB) testing
- Fingerprinting for a criminal record check
- Applicants will be required to provide a full disclosure statement regarding prior criminal record
- Prior to the first day of work for every employee, Alliance College-Ready Middle Academy No. 5 will process all background checks through the Department of Justice
- Documents establishing identity and employment authorization

Employee Recruitment

Various resources are used to recruit and hire the most qualified candidates to fill both classified and certificated positions, including partnering with teacher recruitment organizations, local universities, and utilizing various online job search tools. The principal interviews and selects the faculty and staff. All candidates are screened, formally interviewed and expected to complete a background check, as described below. Every employee is formally evaluated at least once a year by the principal or assistant principal. Formal evaluations provide an opportunity for administrators to not only determine if the employee is meeting their expectations, but to also develop and provide a clear improvement plan when needed. All staff members have due process rights that include a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary (Appendix S).

Code Of Conduct

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing Alliance College-Ready Middle Academy No. 5. 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, and/or sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.
**Due Process**
All staff members have due process rights that includes a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary (Appendix S). Below the Due Process is defined, policy is described, and steps of corrective action are delineated.

I. Due Process
Employee has due process rights that include:
- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing, if necessary, with the President and School Board of Directors

A. Definition
Just cause discipline will be exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy
1. Most workplace performance problems will be handled by informal discussion and counseling between the employee and the principal. Just cause discipline will be applied when more formal action is required.
2. It is the school's policy and practice that discipline be progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee's record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action
1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
   a. Initial written warning
   b. Subsequent or additional written warning(s)
   c. Final written warning, which may include a suspension without pay
   d. Termination

The principal works closely with the Alliance HR Department to ensure that corrective action is implemented fairly.

2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

II. Complaint Procedures
A Complaint is a claim by the employee that the Annual Individual Employment Agreement has been violated with respect to that employee.

Should such a complaint arise, the following procedure shall be the employee’s sole and exclusive remedy with respect to that complaint. Complaint procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality.

If an employee has a complaint, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.

If the good faith effort is unsuccessful, the employee has the right to engage in the following complaint procedure.

**Step 1**
An employee having a complaint shall present the complaint in writing to the principal within ten calendar days of the event or condition giving rise to the complaint. Failure to file a complaint in a timely manner shall be construed as a waiver of the party's rights under this procedure. The principal shall meet with the employee and other persons as determined by the principal. If the complaint is not resolved within **14 calendar days** of receipt by the principal, the complaint shall be deemed denied and the employee may proceed to Step 2.

**Step 2**
The employee shall notify the Alliance Director of Human Resources, in writing, that a complaint is pending. The Director of Human Resources shall meet with the employee and other persons as determined by the Director of Human Resources. If the complaint is not resolved within **14 calendar days** of receipt by the Director of Human Resources, the employee may proceed to Step 3.
Step 3
The Employee shall notify the President of the School Board of Directors, in writing, that a complaint is pending. Each party to the complaint (Employee and Principal) shall select two members of the nine-member School Board of Directors to constitute a Complaint Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or is considered an interested party due to a conflict of interest, the nominating party may make another choice. Board members who are interested parties will excuse themselves from complaint proceedings, if such members have a conflict of interest in the subject of the proceedings.

The five-member Complaint board shall meet within 35 days of receipt of the complaint notification. Both parties will be given one hour each to present all arguments and documentation, including witnesses, to the Complaint Board. A decision as established by a majority vote of the members of the School Board of Directors / Complaint Board will be made within five business days and is final. Failure to appear before the Complaint Board will be taken as a waiver of all rights under the complaint procedure.

A written decision made by the Complaint Board will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last Complaint Board committee hearing, or as soon thereafter as is practical. If the complaint is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

Alliance College-Ready Middle Academy No. 5 shall comply with all provisions of the Educational Employment Relations Act (EERA).

Employment Eligibility Requirements

Background Check - Any candidate selected to fill a position at an Alliance school is required to complete a background investigation by using the Live Scan Service Request form. This form allows the candidate to go to any live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Since the Alliance has been authorized by the Department of Justice to receive background response information, the Department of Justice (DOJ) sends the applicant’s background investigation results directly to Alliance Secure Mail Server System.

Designated members of the Alliance Human Resources Department are the only confidential employees of Alliance College-Ready Public Schools with access to this information. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant, then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Alliance Director of Human Resources, who determines if there are any convictions that would disqualify the applicant from employment.

Teaching Credential Verification - All teacher candidates are required to possess a valid teaching credential with an appropriate authorization for their assignment. All credential documents are verified with the California Commission on Teacher Credentialing (CCTC) by a Human Resources representative. The applicant’s credential subject authorization must meet state and NCLB requirements to teach the subject that he/she is being hired to teach. Since Alliance College-Ready Public Schools supports the employment of university intern eligible candidates, we work very closely with the university to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and NCLB requirements, and that the applicant is able to complete the teaching credential program within two years. Teachers should also possess an English Learner Authorization, which is either embedded in their credential or as added authorization.

TB Verification - Candidates are required to submit current TB verification. TB verifications are required to reflect negative results for active tuberculosis and are required to be no older than 60 days from the
date the candidate is hired for employment. All Alliance school employees are required to submit TB verification every four years.

**Work Agreements** - Employees’ job duties and work basis are negotiated in individual agreements. General job descriptions have been developed for all positions, including certificated and classified staff. Salaries are competitive with those of LAUSD.

**Nepotism Policy** - Alliance College-Ready Middle Academy No. 5 complies with conflict of interest laws that apply to all public entities per Government Code section #1090.

**Administrative Structure**
The principal and assistant principal are the primary school site administrators. The chairman of the School Board, the designated Alliance VP of Schools and the principal confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

**Principal Selection** - The CEO selects Alliance principals on an application and interview basis. Selection of the principal is based on proven experience in educational leadership; educational vision for, experience and success with low-income and/or minority children; demonstrated ability in program design and development; and interest in and commitment to educational reform.

Responsibilities of the principal include:

- Instructional leadership and accountability for implementation of curriculum and instruction
- Overseeing the development and implementation of all programs
- Facilitating communication between all school stakeholders
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition
- Overseeing the day-to-day operations of the school
- Preparing credentialing paperwork and monitoring the processing, with the support of the Alliance
- Organizing professional development, with the support of the Alliance
- Assisting with student discipline
- Reporting progress to the school’s Board of Directors (Alliance staff prepares data reports as a service to ACRMA5 and reports data to LAUSD, Founders and the Alliance Board of Directors)
- Opening and closing the campus
- Maintaining a balanced budget and drafting an annual budget proposal for School Board review (Principal reports annual budget proposal to the ACRMA5 Board of Directors)

**Administrative Staff** - The principal selects a director of instruction and/or assistant principal depending on their desired program structure. The director of instruction shall meet teacher qualifications and have a record of successful teaching experience. The assistant principal will have experience in successful leadership and management. Job duties include, but are not limited to, providing assistance to new and experienced teachers in: effective teaching practices, planning and assessing student proficiency on content standards, and analyzing data to inform instruction.

**Teaching Staff** - ACRMA5 teachers shall meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of *No Child Left Behind*. Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) shall hold 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. Teachers selected to insure that the needs of English learners are met will have CLAD, BCLAD certification and all teachers shall be trained in the effective use of sheltered-English. These documents will be maintained on file at the Alliance office and will be subject to periodic inspection by LAUSD. The Alliance Director of Human Resources is responsible for monitoring teacher and administrator credentials.

The principal selects on an application and interview basis. Selection of teachers shall be based on their
teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Responsibilities for the teachers include:

- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content
- Assessing student progress and maintaining accurate records
- Participating regularly in professional development opportunities
- Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance

**Classified Staff/Office Personnel** - The principal selects office personnel on an application and interview basis. Selection shall be based on the ability to perform the job duties for that position. Office personnel duties include, but are not limited to:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Bilingual translation and communication with parents and community
- Maintaining accounts of all expenses and assist in using Alliance Financial Management system
- Time reporting
- Attendance accounting
- General Bookkeeping

The Alliance Chief Financial Officer and VP of Finance, employed by the Alliance, set up the school financial system, school accounts for receipt of funds and work directly with the principal on managing and providing data for input into the system.

**Classified Staff/Instructional Assistants** - Instructional assistants work in classrooms and provide assistance to students in A-G core academic courses.

They are directly supervised by highly qualified teachers and meet No Child Left Behind qualification requirements including:

- High school diploma, General Equivalency Diploma (GED) or equivalent; and
- Two years of college (minimum 48 semester or 72 quarter units); or associate’s degree or higher; or pass a local assessment of knowledge and skills in assisting in instruction.

**Classified Staff/Campus Assistants** - Campus assistant’s general duties include, but are not limited to, assisting with yard and campus supervision to support campus safety.

**Classified Staff/Custodian** - Custodian duties include maintenance and cleanliness of school facility and grounds. Other services needed to maintain building and grounds will be outsourced including pest management, trash pick-up, repairs, plumbing, etc. Each Alliance school has its own custodian.

The principal selects classified staff on an application and interview basis. Selection shall be based on qualifications, experience and the ability to perform the job duties suitable for the specified job position.

The selection procedures do not and will continue not to discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law.
**Performance Evaluations**
Evaluations are performed annually for all personnel. Performance measures based on meeting expectations for duties assigned and outcomes achieved are used to evaluate all school personnel.

Teachers are evaluated (Appendix S) by the principal or assistant principal based on:
- Student progress as referenced from assessment measures
- Effectiveness of standards-based teaching strategies
- Performance of job duties
- Knowledge of curriculum

Teachers have the opportunity to participate in performance-enhanced compensation that is determined by student progress and principal performance evaluation. Teachers participate in the design of the system.

Classified and other school personnel are evaluated by the principal, or designated manager, based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference is scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The action plan outlines an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review.

The principal is evaluated (Appendix T) by their designated Alliance Vice President of Schools based on:
- Overall successful implementation of the academic program and achievement of educational goals at each academy
- High parental and community involvement and satisfaction
- Maintaining a fiscally sound charter school including a balanced budget
- Completion of required job duties
- Creation of a welcoming school atmosphere of enthusiasm, student support, and cooperation among all parties

**Alliance Principal Performance Evaluation Metrics**

**Goals:** The Alliance system for evaluating school principals has three goals:

1. To promote their professional growth as school leader
2. To support the continuous improvement of the education program in the school
3. To make decisions on continuing employment of the principals

To achieve these goals, Alliance has designed an annual review cycle that actively involves the principal, their designated VP of Schools and the President and relies on data from multiple sources. The system is linked to the Alliance and school goals so that the principal shares with the Alliance accountability for the mission and enabling goals as shown in the table that follows.
## Table 2: Enabling Metrics for Alliance Schools
### 2013-14 Principal Overall Effectiveness Scorecard - Revised 7-19-13

<table>
<thead>
<tr>
<th>Principal Practice and Leadership Behavior (35%)</th>
<th>Actual Score</th>
<th>Weight</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principal Evaluation Based on Leadership Rubric - Calculation: Average of each domain, then average of all domains</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00-1.99</td>
<td>2.00 – 2.99</td>
<td>3.00-3.75</td>
<td>3.76 – 4.00</td>
</tr>
<tr>
<td>2. Observer Certification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not yet certified in any area</td>
<td>Conditionally Certified</td>
<td>Certified</td>
<td>Certified with Distinction</td>
</tr>
<tr>
<td>3. Student Perception Survey - School Average Student Perception:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 to 1.9</td>
<td>2.0 to 2.9</td>
<td>3.0 to 3.5</td>
<td>3.6 to 4.0</td>
</tr>
<tr>
<td>4. Staff Satisfaction Survey-Spring (Administered Fall and Spring) - Overall Satisfaction average with 80% Return Rate:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 to 1.9</td>
<td>2.0 to 2.9</td>
<td>3.0 to 3.5</td>
<td>3.6 to 4.0</td>
</tr>
<tr>
<td>5. Parent Satisfaction (Survey) - Overall Satisfaction average with 80% Return Rate:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 to 1.9</td>
<td>2.0 to 2.9</td>
<td>3.0 to 3.5</td>
<td>3.6 to 4.0</td>
</tr>
<tr>
<td>School-Wide Student Achievement Growth (65%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. School Student Growth Percentile (SGP) Score based on CA Standards Tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-35 SGP</td>
<td>35-50 SGP</td>
<td>51-69 SGP</td>
<td>70-100 SGP</td>
</tr>
<tr>
<td>2. School Performance Framework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus / Watch</td>
<td>Support</td>
<td>Achieving</td>
<td>Excelling</td>
</tr>
<tr>
<td>3. Annual ELL Redesignation Rate (CA 2012-13 rate = 12.2%, LAUSD 2012-13 rate = 13.7%; Alliance 2012-13 rate = 25.2%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;9%</td>
<td>10-14%</td>
<td>15-21%</td>
<td>&gt;22%</td>
</tr>
<tr>
<td>4. Academic Performance Index (API) Targets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School To be determined based on CA mandated assessments once established</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Graduation Rate</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>High School: National Cohort graduation rate. In 2011-12 CA rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74%</td>
<td>LAUSD rate 68%; Alliance rate 93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;80%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>6. College-Readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School: % of students who enroll in at least two Advanced Placement (AP) courses and take the exam by the time they graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;59%</td>
<td>60-69%</td>
<td>70-79%</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>7. College-Readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School: % of seniors passing at least one AP exam (score &gt;3) at any point in high school (AP Equity and Excellence rate; CA 2011-12 = 23.4% National 18.1%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;19%</td>
<td>20-29%</td>
<td>30-39%</td>
<td>&gt;40%</td>
</tr>
<tr>
<td>8. College-Readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School: % of students meeting ACT or SAT college-readiness indicator score overall (CA 2011-12 test takers meeting indicator ACT 31%, SAT 43%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;9%</td>
<td>10-19%</td>
<td>20-29%</td>
<td>&gt;30%</td>
</tr>
<tr>
<td>9. College Acceptance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School: % of graduates accepted to 4-year colleges (Alliance Class of 2013 avg = 61%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;89%</td>
<td>70-79%</td>
<td>80-89%</td>
<td>&gt;90%</td>
</tr>
<tr>
<td>10. College Readiness – Lexile Growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School: % of gr 6-8 students improving by one lexile grade level from October to May, measured by Achieve3000.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;49%</td>
<td>50-59%</td>
<td>60-79%</td>
<td>&gt;80%</td>
</tr>
</tbody>
</table>

### Overall Effectiveness Score (sum of all weighted scores):
- **Overall Effectiveness Rating:**
  - Entry (1.5 – 1.9)
  - Developing (2.0 – 2.4)
  - Achieving (2.5 – 2.9)
  - Effective (3.0 – 3.5)
  - Highly Effective (3.6 – 4.0)

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Alliance College-Ready Middle Academy No. 5
Alliance College-Ready Public Schools

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September 2013
Percentage is the incentive compensation potential value of this goal. Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.

**Alliance Director, Human Resources**

Director of Human Resources for Alliance performs professional-level, technical human resources work in the area of classification, compensation, human resources rules and legislation, recruitment, selection, and assists with more complex assignments. The position reports to the Alliance Chief Operating and Financial Officer and works closely with the Alliance President/CEO, Chief Academic Officer and VP of Finance. The HR Director also works with other Alliance staff members in the Alliance home office and with the principal and school employees.

Duties and responsibilities include:

- Develops job descriptions for Alliance corporate and school positions.
- Coordinates advertising and recruitment for teachers through RISE, Edjoin, Monster.com, Job Fairs, Universities, etc.
- Provides information regarding eligibility requirements to teacher and classified candidates.
- Conducts initial screening of applications for eligibility criteria.
- Verifies compliance with hiring criteria for principals, financial services before employees begin work.
- Responsible for collection of completed employee agreements.
- Maintains current record of all employees in Alliance schools and required employment data.
- Learns and applies policies, regulations, procedures, and techniques of human resources administration in performing some of the tasks listed below:
- Analyzes laws, rules, reports, publications, and court cases for information relating to human resources.
- Designs, constructs and conducts or assists in constructing and conducting surveys to gather compensation, classification, training, entrance requirements, rules, employee selection, or other human resources data.
- Formulates or assists in formulating recruitment and training plans and assists in implementing plans by arranging for facilities, equipment, advertising, informational materials, and other details.
- Compiles, calculates, and analyzes numerical data; extracts data from reports and records; and prepares tables, graphs, and narrative presentations.
- Composes or assists in composing a variety of technical written materials, including rules, procedures, class descriptions, salary reports, job market trend reports, and other specialized reports.
- Develops and designs recruitment literature including advertisements, and brochures.
- Screens applications in regard to entrance qualifications and advises applicants on employment opportunities.
- Develop, plan, and implement employee recruitment strategies and procedures.
- May represent the Alliance and its schools at career days, job fairs, and other recruitment functions.

Qualifications:

- Knowledge of: graphic and tabular presentation of data; computer usage and systems; basic principles of merit that relate to human resources; principles of equal employment opportunity; basic principles and terminology of employment selection, position classification, and salary administration; research techniques and sources of information regarding human resources administration; employment/recruitment sources; and employment recruitment procedures.
- Education: A master’s degree in human resources, personnel, public or business administration is desirable, or one of the behavioral sciences may be substituted for the required experience.
- Experience: Technical experience in employee recruitment, selection, position classification, labor relations, staff development, or salary administration is desirable. Experience in professional human resource functions.
- Special: A valid California Driver License and use of an automobile.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

HEALTH, SAFETY AND EMERGENCY PLAN – District Required Language

ACRMA5 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. ACRMA5 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) – District Required Language

ACRMA5, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING – District Required Language

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 – District Required Language

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.

POLICIES

Alliance College-Ready Middle Academy No. 5 implements a comprehensive set of health, safety, and risk management policies reviewed regularly with the staff, students, parents, and governing board. These are reviewed and discussed with the school's insurance carriers and address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations are maintained, and staff honor County requirements for periodic Tuberculosis (TB) tests. ACRMA5 requires its employees to be examined for tuberculosis in the manner described in Ed. Code 49406.
- ACRMA5 requires immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
- ACRMA5 requires the examination of faculty and staff or tuberculosis as described in Education Code section 49406.
- ACRMA5 requires immunization of students as a condition of school attendance to the same extent.
extent as would apply if the pupils attended a non-charter public school.

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. (Appendix V)
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent. Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school is housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections are undertaken, as necessary; to ensure such safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- ACRMA5 shall require that each employee of the school submit to a criminal background check and furnish a criminal record summary as required in section #44237. (Appendix V)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. (Appendix W)
- Child abuse is reported immediately by the individual discovering or being informed of the alleged child abuse/neglect.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code and EPA.
- ACRMA5 provides vision, hearing, and scoliosis screening to students to the same extent as would be required to do if its students attended a non-charter public school.

Procedure – Safe School Plan (Appendix V)

Prescription Medicine - 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 put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff logs 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 call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff provides parents with one week’s notice to alert them that additional medications are needed.

Fire Drills - Fire drills are held at least once per semester. Office personnel maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers 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 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 ensure that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and the administrative staff attempt to locate missing students. Students remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (i.e. Earthquake) - Disaster drills are conducted at least once every semester. Students are made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine is initiated by an announcement over the intercom. Staff and students hear, “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers 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 are concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative
staff. In the event of a real 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 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 event of disasters other than earthquakes, the administrative staff contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students 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 turns off the gas. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers 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 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 delays the caller as long as possible, while they alert another adult to the crisis. That adult immediately notifies the telephone company to trace the call and immediately thereafter, notify the police using 911. Based on the information at hand, the administrative staff makes a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” is given over the intercom and evacuation procedures are followed. The office personnel coordinate information requests to and/or from law enforcement, the telephone company, and parents. If an immediate evacuation is not warranted, the administrative staff notifies teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**Major Disaster Drill** - This drill should be performed twice per year so personnel are oriented to the school’s Major Disaster Plan.

**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 verifies the name and position of the person placing the alert. Once the source is confirmed, the administrative staff gives the evacuation code word “safe school drill” over the intercom. Teachers proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers 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 attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, (including outdoor facilities) are searched by unassigned staff members designated by the principal. Once at the designated evacuation site, teachers and other staff ensures that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and an individual is assigned the task of finding any missing students. Teachers work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers 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 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 notifies parents and/or the media as to where students can be picked up. The office personnel sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents are asked to remain in a designated area, and students are escorted to the designated area for release.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

COURT-ORDERED INTEGRATION – District Required Language

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.

Written Plan to Achieve and Maintain LAUSD Ethnic Balance Goal

- Distribute notification about enrollment opportunities at ACRMA5 to all communities in Los Angeles Unified School District including communities that serve diverse populations.
- Publicize ACRMA5 through publicity flyers, the Alliance Website, notices to school administrators about available openings and through local media.
- Consider diverse ethnicities in the enrollment process to achieve and maintain the LAUSD ethnic balance goal.

Alliance College-Ready Middle Academy No. 5 makes every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

Alliance College-Ready Middle Academy No. 5 conducts annual orientation sessions in English and in Spanish prior to the opening of school. The typical schedule for these orientation sessions is at least one weekday and one Saturday per month from January to August.

Information and orientation sessions are advertised through direct mail to the parents of eligible students who attend elementary and middle schools in the target community of Nightingale Middle School using flyers printed in English and Spanish distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries, overcrowded elementary and middle school campuses, and at school bus stops where students are sent out of the community. Orientation sessions are conducted in English and in Spanish and are held at different venues throughout the community. Open houses and school tours are also offered on a regularly scheduled basis.

- Anticipated schedule of annual school tours: September, November, February, April
- Open House Prior to the Opening of School – Anticipated Date: First Week in August

The recruitment target areas are already described – students are recruited via information distributed to nearby elementary and middle schools within a 3-mile radius of the school.
Annual outreach includes:
  o Posting banners in front of the school announcing, “now enrolling”
  o Distributing printed flyers announcing the enrollment period, deadline for applications, dates and times of orientation sessions via US mail to all households within a 3-mile radius of the school campus.
  o Orientation sessions include presenting the school’s performance track record, the Alliance school mission, Alliance and school goals, what it means to be an Alliance school, school policies and procedures, and school calendar.

Ethnic balance:
Students are recruited in the neighborhood where the school is located, which automatically reflects the demographics of LAUSD. The majority of all students in LAUSD are Latino. The majority of students living in the community served by ACRMA5 are also Latino.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS – District Required Language

The District and ACRMA5 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”). ACRMA5 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 ACRMA5 shall have the right to continue attending ACRMA5 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to ACRMA5 shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

ACRMA5 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. ACRMA5 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 ACRMA5 under the NCLB-PSC program increases in subsequent years, ACRMA5 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

FEDERAL PROGRAM COMPLIANCE – District Required Language

As a recipient of federal funds, including federal Title I, Part A funds, ACRMA5 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. ACRMA5 understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. ACRMA5 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

ACRMA5 also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.
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 – District Required Language**

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.

**Admission to Alliance College-Ready Middle Academy No. 5**

Alliance College-Ready Middle Academy No. 5 admits all students who wish to attend as outlined in Education Code section 47605(b)(5)(H). Admission to Alliance College-Ready Middle Academy No. 5 is not determined according to the place of residence of the student, or of the student’s parent, within California.

Student enrollment by law is open to all students in the state of California. The intent of ACRMA5 charter is to serve students living in and attending schools within a three to four-mile radius of the campus. Marketing is targeted to students residing in the community or attending schools in the community served, which includes primarily LAUSD residents.

**EXAMPLE:** Neighboring schools and communities targeted include, but are not limited to:

<table>
<thead>
<tr>
<th>Nightingale Middle School</th>
<th>Gates Street Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Sereno Middle School</td>
<td>Loreto Street Elementary School</td>
</tr>
<tr>
<td>Sal Castro Middle School</td>
<td>Area Churches and Community Centers</td>
</tr>
<tr>
<td>Albion Street Elementary School</td>
<td>Local District Staff as determined by LAUSD</td>
</tr>
<tr>
<td>Griffin Avenue Elementary School</td>
<td>Local Elected Officials</td>
</tr>
<tr>
<td>Ann Street Elementary School</td>
<td></td>
</tr>
</tbody>
</table>

Enrollment is monitored to insure that, to the fullest extent possible, students enrolled reflect the diversity of the community through advertising the school throughout this targeted community.

Methods to increase recruitment of students, including students with special needs, for enrollment include:

- Announcements direct mailed to families in neighboring elementary and middle schools
- Flyers distributed throughout the local community that welcome students with special needs
- Community meetings open to all interested parents and community members that include presentations of services for EL and SPED students
- Local newspaper announcements
- Open House at the school site prior to the opening of school
- Meetings, materials, communications are provided in English and in Spanish

Students in communities served by Alliance schools including ACRMA5 are in low income, economically disadvantaged communities; all are recruited from low-achieving LAUSD school communities; brochures state that all students including low-achieving, economically advantaged and students with special needs are welcome.

Enrollment Criteria:
- Students must be residents of the state of California.
- Students must submit an application.

The student application deadline varies annually but is typically late November. If by the posted application deadline, the number of students applying for admission exceeds the capacity of the school enrollment, except for existing students of the school and siblings of those students, enrollment is determined by a public random drawing of all applications submitted for seats available and to establish the order of students on a waiting list. Should the applications received at the time of the deadline not exceed space available, all applicants are accepted for enrollment.

**Fair Public Random Drawing - Procedures**
- If more applications than seats available are received by the established public deadline, a public random lottery is held. The date and time is determined each year once it is determined that a lottery is required. The lottery is held within 10 days of determination.
- Parents of students who submitted applications are notified by telephone and in writing by U.S. mail of the date, time, place, openings available and procedures of the public random drawing. ACRMA5 also publishes information regarding the lottery in local newspapers when possible and in front of the school.
- Procedures that are followed and related materials used are made available to the LAUSD Charter Office. LAUSD Charter Office staff is welcome to observe the random public drawing should one be necessary.
- The location of the lottery is at the school site. A specific room is determined each year.
- All students who have submitted an application receive a lottery form (a copy of the application form) which is numbered in order of the submission. Preference is extended to siblings currently attending ACRMA5. These siblings are automatically accepted and are not part of the lottery.
- Preference is also extended to students living within the boundaries of LAUSD. If the number of applicants on the preference list exceeds the available seats on the lottery date, their applications are placed in a barrel and the number of applications for seats available are randomly drawn. Remaining applicants on the preference list are placed on the waiting list in the order their names are drawn.
- All applications not on the preference list are then placed in a barrel and randomly drawn in the lottery to determine order of placement on the waiting list.
- All applications and a record of the order in which they are drawn are kept on file at the school.

**Filling Vacancies**
Once the enrollment capacity is reached, as vacancies occur spaces are filled from the waiting list by grade level, on a first come, first served basis by the date the application was received, unless there is a lottery. If there is a lottery, spaces that come available are filled by the order the application is drawn. In this instance, parents are contacted by phone by designated office staff. Parents have 5 days to respond in person or by phone to the designated contact person.

**Confidentiality of Records**
Alliance College-Ready Middle Academy No. 5 adheres to all procedures related to confidentiality and privacy of records. In the event that a student enters the school upon transfer from an existing district school, the student’s records (i.e. IEP, cumulative, bilingual) are requested from the respective district.
Upon exit from ACRMA5, the student’s records are forwarded to the district upon request. Under FERPA parents are annually given a form providing the opportunity to withhold the release of information (Appendix X).

**Transportation**
Transportation is the parental responsibility for families who choose to attend Alliance College-Ready Middle Academy No. 5. Alliance College-Ready Middle Academy No. 5 does not provide transportation for students from home to school or school to home, except in instances of compliance with the American with Disabilities Act and the McKinney-Vento Act with regard to providing transportation to eligible students. ACRMA5 also has a potential responsibility to provide transportation to eligible students pursuant to the Individuals with Disabilities Education Act “IDEA.” For extracurricular activities, such as field trips, the school contracts for transportation with either LAUSD or a licensed contractor.
ELEMENT 9: ANNUAL FINANCIAL AUDITS

ANNUAL FINANCIAL AUDITS – District Required Language

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

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

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

In addition:

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

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

BUSINESS PLAN

Direct Funding

Alliance College-Ready Middle Academy No. 5 elects to receive direct funding from the State Fund to be deposited into its own operating account Bank of the West. All revenue generated by Alliance College-Ready Middle Academy No. 5 is deposited directly into its operating account. All payments (including payroll) are drawn on the operating account, which allows for complete segregation of assets, liabilities and financial records.

Revolving Accounts

Two revolving accounts with a local financial institution are maintained for day-to-day expenditures from the General Fund and from Food Services (if applicable). All expenditures over $500.00 require two signatories.

A copy of the approved charter is provided to the Los Angeles County Board of Education and the California Board of Education.

In consideration of the services rendered by Alliance College-Ready Middle Academy No. 5 pursuant to this charter, the charter school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, general purpose block grant, categorical block grant, economic impact aid, and state lottery funds. Alliance College-Ready Middle Academy No. 5 receives revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California’s Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the charter school, or to an account held in the name of Alliance College-Ready Middle Academy No. 5. The charter school notifies the superintendent of schools of the county in the affected year. Funds transferred directly from the State Fund to Alliance College-Ready Middle Academy No. 5 are transferred to the charter school account in the County Treasury by the County in the most expeditious manner possible. Charter school funds still flowing through the district will be paid to ACRMA5 in a timely manner.
Alliance College-Ready Middle Academy No. 5 applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, and the After-School Learning and Safe Neighborhood Partnership Program. Alliance College-Ready Middle Academy No. 5 reports to federal and state taxing authorities, as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

Alliance College-Ready Middle Academy No. 5 responds to the California Department of Education request for confirmation that it receives funding directly on an annual basis. The school notifies the county superintendent of schools and LAUSD by June 1st prior to the affected fiscal year if it opts for local instead of direct funding.

**Attendance Accounting**
Alliance College-Ready Middle Academy No. 5 uses the forms of LAUSD. Attendance accounting procedures satisfies requirements for LAUSD, LACOE, and CDE and is audited by an auditor selected from the California State list of auditors approved to audit K-12 public schools. Classroom teachers record daily attendance on attendance cards. When a student is absent from school, office personnel verify absences. State school registers are completed on a monthly basis documenting the month’s attendance. Required reports are completed regarding daily attendance and are submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

**Food Service Program**
ACRMA5 applies as its own sponsor for participation in the federal meal program. Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. Alliance College-Ready Middle Academy No. 5 may determine to provide meals to all students for free if appropriate and cost effective.

Alliance College-Ready Middle Academy No. 5 works with an approved vendor to provide free and reduced lunches to eligible students. This vendor provides and organizes the delivery arrangements in accordance with state and federal guidelines for food services at Alliance College-Ready Middle Academy No. 5. Under this arrangement, all food is prepared on a daily basis at the vendor’s facility and delivered by the vendor to the school. Food is served by vendor staff members who are trained/certified by the vendors. The food program is annually re-evaluated by ACRMA5.

**Financial Plan**
The Alliance College-Ready Middle Academy No. 5 financial plan contains a multiyear budget and forecast for the next five years of operation and monthly cash flow (Appendix D). Revenue entitlements are calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades six through twelve typically available to a district-sponsored charter school based on characteristics of the school’s programs and student make-up. Alliance College-Ready Middle Academy No. 5 applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly.

Alliance College-Ready Middle Academy No. 5 elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury.
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

GENERAL PROVISIONS – District Required Language

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 – District Required Language

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 – District Required Language

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
if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP.

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

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

**OUTCOME DATA – District Required Language**

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 – District Required Language**

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 – District Required Language**

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 – District Required Language**

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 expiration period in a timely manner.

**GUN FREE SCHOOLS ACT – District Required Language**

Charter School shall comply with the federal Gun Free Schools Act.
Student Suspension and Expulsion Policy
This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at ACRMA5. In creating this policy, the ACRMA5 has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. ACRMA5 agrees to comply with the procedures described in California Education Code 48900 et seq. The school will also fully implement the District’s Discipline Foundation Policy, including the school-wide positive behavior support plan and alternatives to suspension. Workshops similar to those held by LAUSD will be held by the Alliance to train school administrators who were unable to attend the LAUSD workshops.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ACRMA5’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions to this policy. Any such amendments will be submitted to the District for approval. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In addition, these Policies and Procedures will be available on request in office of the principal.

Suspended or expelled students shall be excluded from participating in all school and school-related activities unless otherwise agreed by the principal and the parent/guardians during the period of suspension or expulsion.

Code of Conduct
Student responsibilities include, but are not limited to:
- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy
- Respecting fellow students and school personnel
- Attending classes regularly and on time
- Completing all assigned work (to the best of the student’s ability)
- Being prepared for class (bring materials, e.g., books, homework)
- Participating in all assessment measures (e.g., tests)
- Respecting the property of the school and others
- Keeping the campus clean
- Wearing school uniform. One uniform is provided at no cost for each student. No parent is required to purchase any uniforms as a condition for school registration or participation.

Alliance College-Ready Public Schools believes in a student discipline philosophy that is progressive in nature, and at all points, tries to provide students with supports and opportunities to improve. Positive behavior supports such as those outlined by the District will be provided as part of this progressive discipline policy. These include, but are not limited to, positive recognition, increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making.

Students who violate the school rules are subject to, but not limited to the following progressive actions:
- Verbal warning
- Loss of privileges (e.g. attending afterschool activities, interscholastic sports, special non-instructional activities held during the school day)
- Detention
- Written notice to parents
- Conference with student/parent
- Suspension
- Opportunities for voluntary transfers to other Alliance schools– only considered if the school can clearly demonstrate and document that comprehensive intervention strategies have been fully utilized without success
• Expulsion (for category I or II offenses)

**Grounds for Suspension and Expulsion of Students**
A student may be suspended or expelled for prohibited misconduct, as outlined in the section below, if the act is related to school activity or school attendance occurring at ACRMA5 or at any other school or a Charter School sponsored event, occurring at any time 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.

**Enumerated Offenses**
Students may be suspended or expelled for any of the following acts, consistent with the requirements for Category I through III offenses defined below, when it is determined the pupil:

*Annotated Excerpts from the 2009 California Education Code § 48900. Grounds for Suspension or Expulsion (ACRMA5’s student discipline code will conform as the law changes)*

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
   (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an 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.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a 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.

(d) Unlawfully offered, arranged, or negotiated to sell a 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.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.
(n) 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.

(o) 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.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
   (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
   (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
   (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
   (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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, pursuant to this section, 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 (a).

As used in this section, "school property" includes, but is not limited to, electronic files and databases.

A superintendent of the school district or the principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
Expulsion (Mandatory and Discretionary Offenses)

Category I
The Principal of ACRMA5 shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. (as defined in 488900[n]). E.C. 48915(c)(4); 48900(c)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5); 48900(b)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II
The Principal of ACRMA5 has limited discretion with Category II student offences listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III
The Principal may recommend expulsion when any of the following Category III offenses 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, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Committed sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Wilfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. 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. E.C. 48900(r); 48915(e)

**Additional Findings**
For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

**Process for Suspension**
Conference: Suspension is preceded by an informal conference conducted by the Principal or Principal’s designee with the student and the student’s parent. The conference may be omitted if the administrative staff 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 the student is suspended without a conference, the parent is notified of the suspension, a request for a conference to be made as soon as possible and the conference to be held as soon as possible.

**Notice to Parents:**
At the time of suspension, the principal makes a reasonable effort to contact the parent 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 states the specific offense committed by the student. In addition, the notice also states the date and time the student may return to school. If ACRMA5 administrators wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are strongly encouraged to respond to this request without delay and that student violations of school rules can result in student expulsion from the school.

**Length of Suspension:**
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal’s 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: 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.
Students who receive an extended suspension will be offered an interim placement at another Alliance school campus when possible, or independent study from the attending school. Students may be suspended for a maximum of ten days per academic year, unless an expulsion is pending.

**Suspension Appeals**
The suspension of a student is at the discretion of the Principal or designee of ACRMA5. Parents are notified in advance of the enactment of the suspension and can appeal a student’s suspension. A suspension appeal is heard if requested within 5 days of notification of suspension by the principal or designee, and upon consideration, the principal or designee’s decision is final. The student is considered suspended until a meeting is convened to hear the appeal. The decision to rule on the appeal will be made within one business day of the appeal hearing. Parents/Guardians will be notified of the decision in writing within 3 days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

**Authority to Expel**
A student may be expelled by a three member panel, known as the Expulsion Panel, that is designated by the ACRMA5 Board of Directors. Members of the panel shall not be staff members of ACRMA5 and shall not have previous familiarity with the student or situation.

**Process for Expulsion**
Upon a recommendation of expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian or representative will be invited, by letter or by phone, to a pre-expulsion conference. During the conference, they will have the right to respond to the allegation. If necessary, they will be given two to three additional days after the conference to respond. This conference will also provide an opportunity 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.

**Expulsion Hearing**
A hearing to determine whether the student should be expelled is required for recommendations for expulsion. The hearing is held within 30 school days after the student's principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel of three members. The Expulsion Panel includes Alliance staff. Members are selected by the Board President with the following criteria: 1) no knowledge of the student or situation, and 2) the panel members are not ACRMA5 school employees.

The Principal or designee provides written notice of the hearing to the student and the student's parent at least 10 calendar days before the date of the hearing. This notice shall include:

a) The date and place of the expulsion hearing.
b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
c) A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
d) 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;
e) The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or a non-attorney advisor;
f) The right to inspect and obtain copies of all documents to be used at the hearing;
g) The opportunity to confront and question all witnesses who testify at the hearing;
h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

**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 determination by the panel to expel must be supported by substantial evidence that the student committed an expellable offense.
Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel 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 Expulsion Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Expulsion Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Alliance school with mutual agreement of the parent and the other Alliance school.

**Special Procedures for Expulsion Hearings Involving Potential Risk of Physical Harm to Witnesses**

ACRMA5 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 ACRMA5 or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

**Special Procedures for Sexual Assault or Battery Offenses**

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. ACRMA5 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 Expulsion 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 Expulsion Panel 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 Expulsion Panel 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, ACRMA5 must present evidence that the witness’ presence is both desired by the witness and will be helpful to ACRMA5. 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 hearing room 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.

**Written Notice to Expel**

Following a decision of the Expulsion Panel to expel, the Principal or designee shall send to the student and parent/guardian written notice of the decision to expel, including the panel’s adopted findings of fact. This notice to expel a student will be sent by certified U.S. mail and will include the following:

a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.

b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions related discipline referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remedying the identified issue).

c) The type of educational placement or study plan during the period of expulsion.

d) Appeal procedures.

e) The specific offense(s) committed by the student

f) Notice of the student’s or parent’s obligation to inform any new school district in which the student seeks to enroll that the student has been expelled from ACRMA5.

**Appeal of Expulsion**

An expulsion decision may be appealed within 30 calendar days of the date of the Panel’s written decision to expel. The parent/guardian must submit the appeal in writing to the principal or designee. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student’s parent/guardian must attend to present their appeal. The Expulsion Appeal Panel shall have three members. Each member shall be an employee of an Alliance school. However, Panel members shall not be ACRM5 employees, shall know nothing of the incident or student, and shall not be the same individuals who served on the expulsion panel. The panel will be chosen by the School Board President. The scope of review of the Panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel is final. Parents will be notified of the Expulsion Appeal Panel’s decision, in writing, within two business days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.
Expelled Pupils/Alternative Education
In the event of a decision to expel a student from ACRMA5, the school will work cooperatively with the district of residence, county, other Alliance schools, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. The school assumes the responsibility of communicating any incident of violent and/or serious student behavior to the district/school to which the student matriculates. ACRMA5 has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students do not get lost in the system.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Work Basis
Certificated employee work calendars, hours per week, and vacation time are determined in individual employment agreements. Principals typically work a calendar year of 12 months with a standard week of approximately 40 hours. Teachers typically work a regular calendar year of 10 months and up to 1 additional month to provide extended instruction time, with a standard week of approximately 35 hours, including instructional hours, meetings, and professional development (teachers may work longer hour weeks for evening parent conferences, meetings, and professional development). Office personnel and classified staff typically work a calendar year of 12 months with a standard week of approximately 40 hours.

Benefits
Eligible full-time employee accrue one sick day per month of their agreement term. Eligible part-time employees are provided with a portion of the sick days that corresponds to the number of hours worked. Full-time employees are provided with three days of bereavement leave for local travel and five days of leave for out-of-state travel for immediate family members. Family members are defined as members of the employee’s or spouse’s immediate family, which means the parents, grandparents, child, or grandchild, brother, sister (step or foster) or any other relative living in the immediate household of the employee. Eligible employees receive paid time off for all legal holidays within their agreement term. Mandatory benefits such as workers’ compensation, unemployment insurance, Medicare, and social security (for non-STRS members) are provided by Alliance College-Ready Middle Academy No. 5. Health benefits are also provided to all employees who work a minimum of 30 hours per week.

Retirement Benefits
STRS and PERS are reported/forwarded through LACOE by the Alliance HR Director and Alliance Payroll Administrator, who are also responsible for monitoring the appropriate administration of benefits. Alliance College-Ready Middle Academy No. 5 assures that the school provides retirement information in a format required by LACOE.

STRS - All full-time certificated employees who are eligible participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage (currently 8.0% of salary), and Alliance College-Ready Middle Academy No. 5 contributes the employer’s portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS.

PERS - All Alliance College-Ready Middle Academy No. 5 classified employees who are eligible participate in the Public Employees Retirement System (PERS). Employees contribute the required percentage as designated by PERS, and Alliance College-Ready Middle Academy No. 5 contribute the employer’s portion as required by PERS. All withholdings from employees and the charter school are forwarded to the PERS Fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. Social Security payments are contributed for all qualifying PERS members.

OASDI, PARS and Others - Alliance College-Ready Middle Academy No. 5 participates in OASDI for non-PERS/STRS eligible part-time employees. The Alliance College-Ready Middle Academy No. 5 Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

Alliance College-Ready Middle Academy No. 5 assures that the school provides retirement information in a format required by LACOE.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

ATTENDANCE ALTERNATIVES – District Required Language

Pupils who choose not to attend ACRMA5 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.

Alliance College-Ready Middle Academy No. 5 is a school of choice. No student is required to attend, and no employee is required to work at the charter school.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

RIGHTS OF DISTRICT EMPLOYEES – District Required Language

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.

Job applicants for positions at Alliance College-Ready Middle Academy No. 5 are considered through an open process, and if hired, enter into a contractual agreement with the Charter School.
Mandatory Dispute Resolution - District Required Language

The staff and governing board members of ACRMA5 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and ACRMA5, 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 ACRMA5 shall be resolved in accordance with the procedures set forth below:

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

To Charter School: Alliance College-Ready Middle Academy No. 5
                 c/o School Director
                 211 South Avenue 20
                 Los Angeles, CA 90031

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

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

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

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

Disputes Arising Within Alliance College-Ready Middle Academy No. 5

Disputes arising from within Alliance College-Ready Middle Academy No. 5 including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school are resolved by the Alliance College-Ready Middle Academy No. 5 Board of Directors and/or principal.

General Complaint procedures to address Internal issues or internal disputes that may arise between staff, the charter school, and parents:

a. Parent Internal Complaint Resolution Procedures - ACRMA5 provides the following recourses to resolve parent complaints within the schools (separate from UCP process)

1. Classroom Teacher
2. Parent Recourse Advisory Committee - Composition varies from school to school
   Membership typically includes 2-3 parents and at least one administrator. Members volunteer and are approved by the principal. They work to mediate and resolve general complaints from parents upon request.
3. Principal
4. Charter School Recourse Advisory Committee - Composition varies from school to school. Membership typically includes parents, teachers and administrators. Members volunteer and are approved by the principal. They work to mediate unresolved general parent and/or staff issues affecting the school.
5. ACRMA5 Board of Directors

b. Staff (certificated, classified) Internal Complaint Resolution Procedures
ACRMA5 provides the following recourses to resolve staff member complaints.

Staff Member Complaint Resolution Procedure

Principal

ACRMA5 Recourse Advisory Committee on Unresolved Schoolwide Impact Issues.

ACRMA5 School Board of Directors to Facilitate Resolution if Unresolved - As needed and Depending on Situation and/or Upon Request.
EXCLUSIVE PUBLIC SCHOOL EMPLOYER – District Specific Language

ACRMA5 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 – District Required Language

The District may revoke the Charter if ACRMA5 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 ACRMA5 if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- ACRMA5 committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- ACRMA5 failed to meet or pursue any of the pupil outcomes identified in the Charter.
- ACRMA5 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- ACRMA5 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 ACRMA5 in writing of the specific violation, and give ACRMA5 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 – District Required Language

The decision to close ACRMA5, either by the governing board of ACRMA5 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 ACRMA5 votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES – District Required Language

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 ACRMA5, 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 ACRMA5 or the LAUSD Board of Education, the governing board of ACRMA5 shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how ACRMA5 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 ACRMA5. 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 ACRMA5 within 72 hours of the Closure Action. ACRMA5 shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). ACRMA5 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. ACRMA5 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, ACRMA5 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). ACRMA5 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. ACRMA5 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. ACRMA5 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 – District Required Language**

ACRMA5 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. ACRMA5 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 – District Required Language**

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.

ACRMA5 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.

ACRMA5 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 ACRMA5 will be the responsibility of ACRMA5 and not LAUSD. ACRMA5 understands and acknowledges that ACRMA5 will cover the outstanding debts or liabilities of ACRMA5. Any unused monies at the time of the audit will be returned to the appropriate funding source. ACRMA5 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 ACRMA5 participates, and other categorical funds will be returned to the source of funds.

ACRMA5 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 – District Required Language

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.

ACRMA5 shall retain sufficient staff, as deemed appropriate by the ACRMA5 governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

ACRMA5’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 ACRMA5’s right to operate as a charter school or cause ACRMA5 to cease operation. ACRMA5 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 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.
FACILITIES – District Required Language (including all subheadings in this section)

District-Owned Facilities
If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**: (i) **Pro Rata Share**: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location**: If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD
facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

Non-District-Owned Facilities

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

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

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

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 – District Required Language (including all subheadings in this section)
**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 Required Language (including all subheadings in this section)

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
ACRMA5 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)